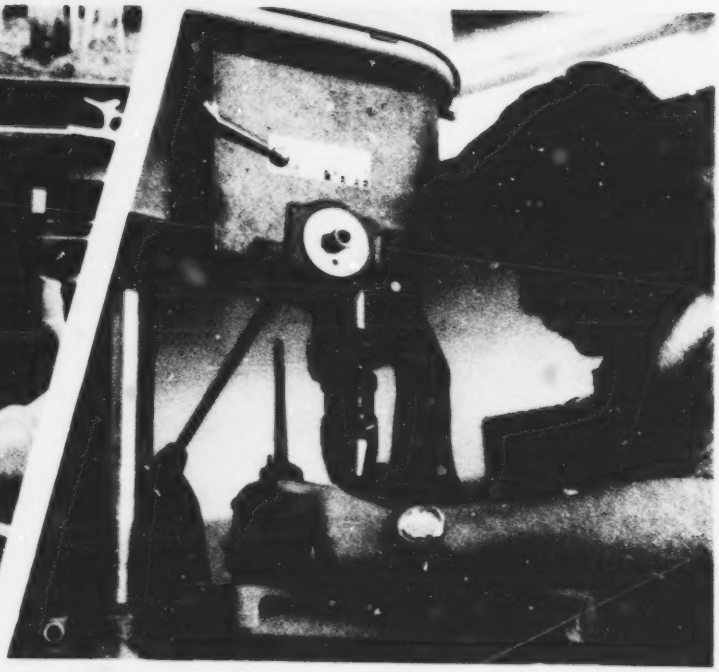
Saskatchewan
Education

Annual Report
1983-84

Saskatchewan
Education



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The Seventy-Ninth Annual Report of Saskatchewan Education

for the period from

July 1, 1983 to June 30, 1984

LETTERS OF TRANSMITTAL

The Honorable F.W. Johnson,
Lieutenant Governor,
Province of Saskatchewan.

Sir

I have the honor of submitting the annual report of Saskatchewan Education for the year ending June 30, 1984.

Respectfully submitted,

Patricia A. Smith,
Minister of Education.

The Honorable Patricia A. Smith,
Minister of Education,
Regina, Saskatchewan.

Madam:

I have the honor of submitting the annual report of Saskatchewan Education for the year ending June 30, 1984.

Respectfully submitted,

Rod A. Wickstrom,
Deputy Minister of Education.

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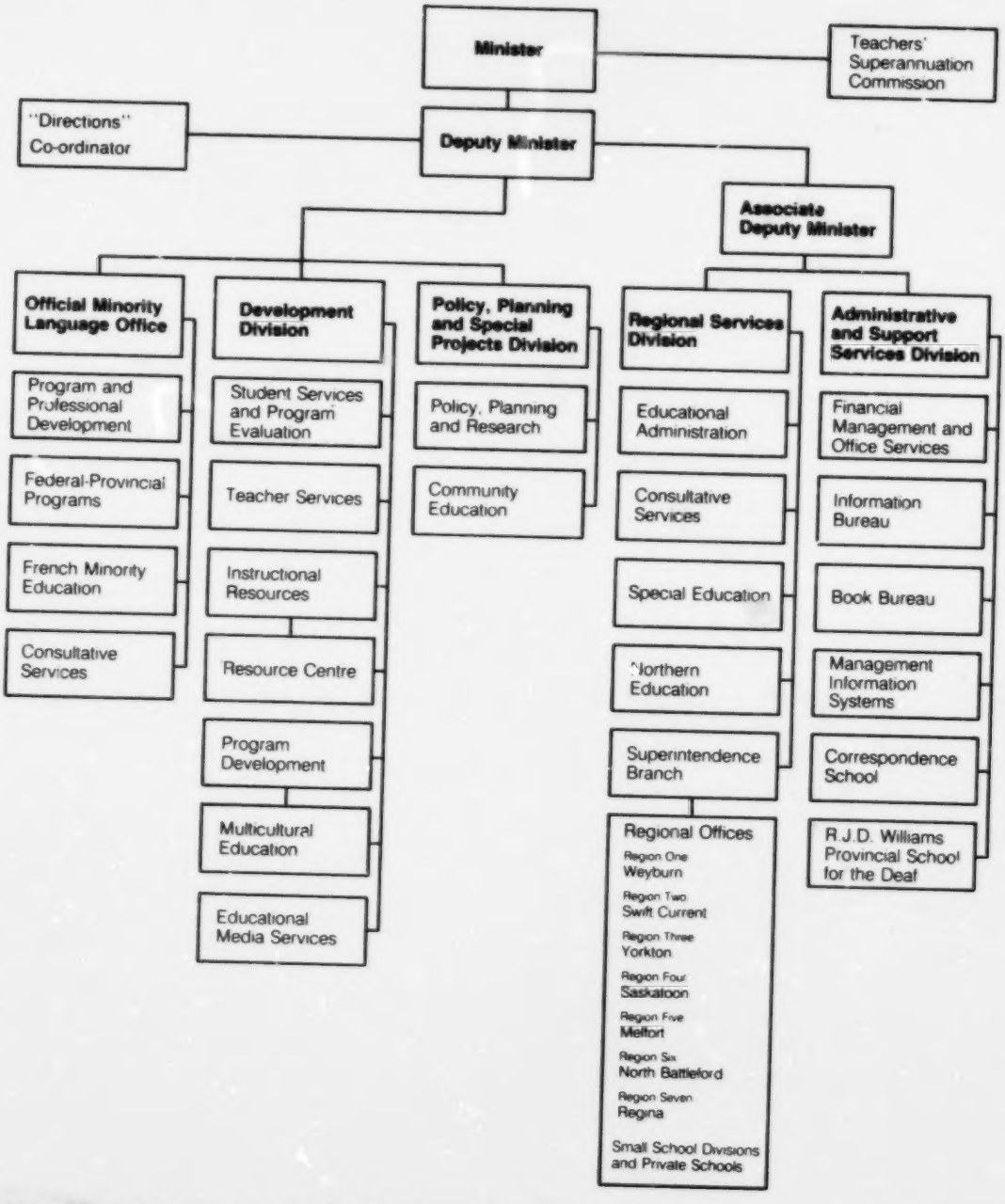


DEPUTY MINISTER'S MESSAGE

Undoubtedly, the most significant highlight of the 1983-84 reporting year was the completion of "Directions", a two-year study of curriculum and instruction in Saskatchewan.

The 16 recommendations contained in the "Directions" report emphasize changes required to prepare students more effectively for the future, to meet the needs of individual learners, to provide more effective planning strategies and to ensure effective leadership and improvement in the educational system.

The Minister of Education subsequently established a process of extensive public hearings throughout the province to validate those recommendations.

"Directions" provides a vision and a blueprint for action which will be a major motivation in Saskatchewan Education over the coming years.

During the reporting year, the department also continued to play its role in administering and supporting the provision of ongoing educational services. Teacher certification and accreditation requirements were administered, collective bargaining was conducted, driver education and drug and alcohol programs were supervised, media services were provided, grade 12 examinations were set and administered, in-service education programs for teachers were conducted or co-ordinated, student transcripts were evaluated, school division boundary changes were expedited and contacts with school divisions and schools were maintained.

A four-phase model of curriculum development was extended in various areas of developmental work during the year. The phases include the collection of accurate evaluative information about improvement needs, design of the structure and objectives for a course, effective implementation and continued maintenance or "updating".

Major activity in development took place in aesthetic education, ethics, computer education, health, home economics, mathematics, social studies, technical-vocational education and multicultural education.

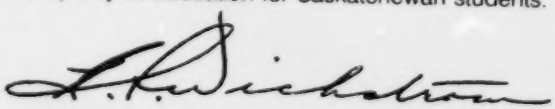
During the year, 11 Saskatchewan schools offered designated French programs for francophones with a 16 per cent increase in enrolment. Enrolment in designated immersion programs also increased 22 per cent in a total of 40 schools. In addition, some 48,000 students throughout the province received instruction in French for approximately 30 minutes per day. Saskatchewan Education's Official Minority Language Office provided curriculum and consultative support to all of these programs.

A five-year plan for action on native curriculum development was adopted and will provide greater opportunity for positive and accurate information about and for Indian and Metis peoples in school curriculum. A major consultation process was also undertaken concerning Indian and Metis education and incentive grants were made available to school divisions to assist them in developing and implementing Indian and Metis programs.

Actual delivery of educational services is, for the most part, provided by school divisions throughout Saskatchewan within the guidelines and curriculum set by Saskatchewan Education. Of particular importance, therefore, is the fact that over 90 per cent of the department's budget provides grants to school divisions. Grants for operating expenses totalled $342 million during the year. Capital projects of $70 million were given approval to proceed.

In the legislative area, a significant milestone was reached by granting professional organization status to the League of Educational Administrators, Directors and Superintendents, an organization of senior Saskatchewan school administrators.

This report contains details of these and many other activities undertaken in 1983-84 in our continuing effort to improve the quality of education for Saskatchewan students.



Rod A. Wickstrom,
Deputy Minister.

Curriculum & Instruction Review

Directions

The Final Report

The document which plots the course for educational improvement in the 1980s and 1990s was released by the Minister of Education on Valentine's Day, 1984.

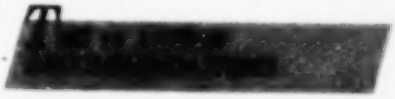
Release of "Directions" marked the end of a two-year review by a 23-member advisory committee on curriculum and instruction. Deliberations, research and extensive consultation through public meetings and consideration of briefs culminated in a final report which included 16 action recommendations for changes to education in Saskatchewan.

The report is based on a vision for Saskatchewan schools — a vision described as the driving force for all those who want to provide the best schools possible for Saskatchewan students.

In summary, the Minister's Advisory Committee on Curriculum and Instruction had a vision of schools which:

- are built upon a clearly articulated and understood set of goals which serve as a guide for educational planning;
- have built-in mechanisms for continuous evaluation and improvement;
- attend to the needs of individual learners;
- have an effective principal who guides day-to-day operations and provides leadership;
- offer well-developed curricula to guide teachers and use the most appropriate instructional materials and teaching strategies; and,
- value each person as an individual.

With this vision as a guide and with the acknowledgement that achieving such a degree of excellence would take time and directed effort, the committee set out its 16 recommendations.



Divided into seven action areas, the committee's recommendations are listed below.

Better Prepare Students for the Future

Recommendation 1

That a proposed set of goals be adopted as the educational goals of Saskatchewan. (The proposed goals of education are a series of statements which define the knowledge, skills or attitudes students will need to function in the world. They are divided into nine categories: basic skills, life-long learning, understanding and relating to others, self concept development, positive life style, spiritual development, career and consumer decisions, membership in society and growing with change.)

Recommendation 2

That the Minister finalize a policy for kindergarten through grade 12 including adoption of the concept of a kindergarten to grade 12 core curriculum.

Ensure Quality Education in all Schools in Saskatchewan

Recommendation 3

That a variety of ways of delivering core curriculum and elective courses be made available to Saskatchewan schools.

Recommendation 4

That a school environment improvement program be developed for use at the local level.

Recommendation 5

That a provincial policy and standards for resource centre services be formulated with a plan of action to improve the quality of resource centre services in the province.

Better Serve the Needs of Individual Learners

Recommendation 6

That major educational organizations in the province be brought together to formulate guidelines for effective instruction and to plan inservice education packages on instruction.

Recommendation 7

That the Minister initiate a review of evaluation procedures in the province.

Recommendation 8

That steps be taken to improve delivery of support services to students and ensure that such services are co-ordinated at the local level.

Recommendation 9

That policy guidelines be prepared for the development of alternative programs.

Attend to the Unique Needs of Northern and Indian/Metis Students

Recommendation 10

That the Minister initiate the formulation of policies and procedures to ensure the unique needs of Northern and Indian/Metis students are met.

Provide More Efficient Planning Strategies

Recommendation 11

That all functions of the proposed curriculum development model be adopted for immediate use. (This model is described in more detail on pages 12-14.)

Recommendation 12

That action be taken to increase the effectiveness of inservice education in the province.

Recommendation 13

That collaborative planning procedures be developed for use at the school division level.

Ensure Effective Leadership

Recommendation 14

That leadership roles and functions be defined and that skill training be provided at all levels of the system to meet changing needs.

Facilitate Change and Improvement in the Educational System

Recommendation 15

That all those involved in implementing the report attend to what is known about successful change procedures.

Recommendation 16

That the Minister, with Saskatchewan Education, assume the responsibility of providing leadership for implementing the report.

[redacted]

Calling educational goals "the most important statement we as a democratic society can make," Education Minister Pat Smith announced a three-month consultation on "Directions" when the report was released.

Saskatchewan had not reviewed, changed or reaffirmed the goals and objectives of its schools system since 1963.

Before proceeding to implement, the Minister determined it was necessary to validate the recommendations to ensure they still coincided with public and education community views of changes that were needed.

A steering group established by the Minister conducted 10 public meetings and five meetings with key educational organizations from April to June, 1984.

The purpose was to receive public input on the report's recommendations and in particular, on the proposed goals of education and a call for a provincial core curriculum for kindergarten to grade 12.

The Minister also announced input received by the steering group would form the basis of discussion at a symposium planned for June, 1984. The symposium's purpose would be to arrive at a consensus on the goals of education and to plan for other educational improvements.

Members of the steering group along with the Minister of Education included: Robert Mann, president of the Saskatchewan School Trustees Association, Frank Garritty, president of the Saskatchewan Teachers' Federation, Duane Weiman, MLA for Saskatoon Fairview and Grant Schmidt, MLA for Melville and chairman of the Education and Labor Caucus Committee.

[redacted]

Approximately 1,000 people responded during the series of public and organizational meetings convened by the steering group.

Overall response to "Directions" was positive, with strong statements of support expressed in nearly all briefs and submissions received.

While some felt the report was too vague and others too lenient, the greatest concern was whether the education system could meet the challenges presented by the report.

Steering group findings were used to plan an invitational symposium of 120 educators in mid-June 1984.

Delegates from various school divisions, the universities of Regina and Saskatchewan, the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors and Superintendents, the Indian and Metis Curriculum Review Committee, the Saskatchewan Federation of Home and School Associations, Saskatchewan Advanced Education and Manpower and Saskatchewan Education attended.

Symposium objectives were:

- to report on the provincial response to "Directions";
- to inaugurate a collaborative relationship in implementing the report's recommendations;
- to finalize a goals statement for education in Saskatchewan;
- to clarify the concept of core curriculum; and,
- to identify projects to be undertaken and to see how involved participants saw themselves in implementation planning and projects.

The symposium resulted in all delegates voicing a commitment, on behalf of the organizations they represented, to implement necessary changes and to work collaboratively to achieve them.

Priorities were identified in the areas described below.

Leadership:

- all organizations endorsed the concept of creating a higher profile for leadership functions in the province;
- the responsibility Saskatchewan Education holds for organizational leadership was emphasized; and,
- delegates recommended urgent attention to the training needs of educational leaders.

Core curriculum:

- development of a curriculum for all schools emphasizing the most important skills to be acquired by all students while also sensitive to local curriculum needs.

Goals:

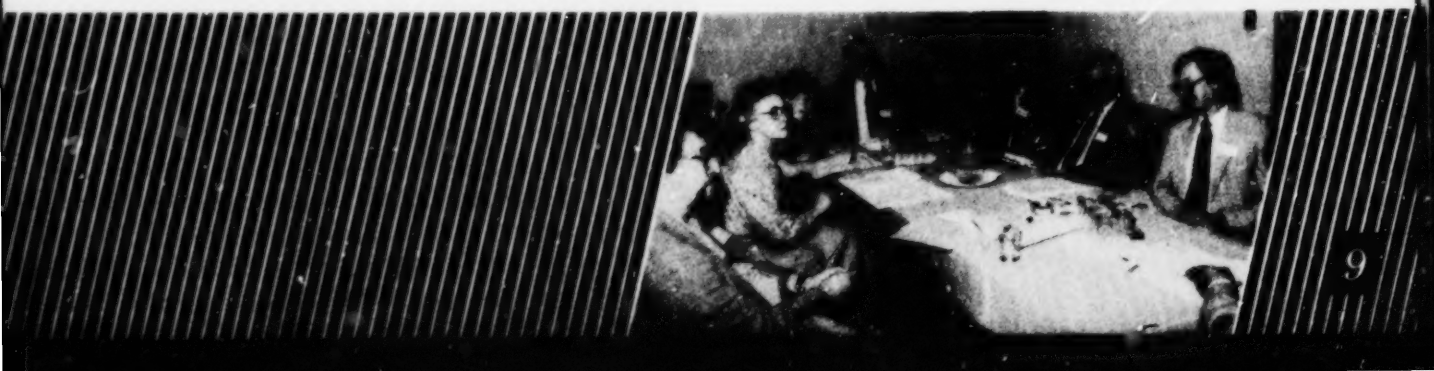
- establishment of a provincial set of goals from which schools may develop their own goals.

Inservice education:

- creation of strategies by which practising teachers can effectively and efficiently upgrade their professional knowledge and skills.

Indian and Metis education:

- action to address the unique needs of Indian and Metis students; and,
- initiatives undertaken by the Indian and Metis Curriculum Advisory Committee and Saskatchewan Education were supported.



With the symposium successful in arriving at a consensus and commitment to the spirit of "Directions," the process of implementation began.

Before the end of the reporting year the Minister of Education had announced:

- acceptance of the goals statement, in principle, with some fine-tuning of wording needed;
- direction to Saskatchewan Education to evaluate its mandate to see whether departmental activities and priorities are consistent with "Directions" and to examine funding implications for implementing the report's recommendations;
- adoption of the report's kindergarten to grade 12 policy as well as the concept of core skills with agreement that further consultation would be required on the definition and structure of core curriculum;
- intent to establish a co-ordinating body to oversee the implementation of the report's recommendations;
- establishment of a committee at the direction of the Ministers of Education, Health and Social Services to co-ordinate government support services.
- intent to have officials develop a "Directions" implementation plan.

To further describe the implications of "Directions" for Saskatchewan, five supplements to the final report were planned. The first two, "What They Said" and "Saskatchewan Education," were distributed. "Saskatchewan Children", "Toward the year 2000" and "School Improvement" were scheduled to follow.

During the reporting year, department staff devoted much of their time to "Directions" under the stewardship of a co-ordinator hired specifically to oversee department activity in this area.

As planning for implementation began, it was clear "Directions" would continue to involve considerable staff time and resources in the year to come.

C

A four-phase model of curriculum development is in use in Saskatchewan. Its adoption has roots in previous years of work by educators in and out of the department and work of the Minister's Advisory Committee on Curriculum and Instruction.

The four phases are identified and explained below.

Program evaluation involves the collection of accurate information for decision-making about the design or improvement of courses of study. Evaluation, formal or informal, is the starting point for all curriculum development.

Program design is the process that establishes learning objectives for a particular course of study. This process has been made more systematic, more open to public scrutiny and more responsive during the reporting year. Attention is also being given to the "Saskatchewan experience" in objectives, textbooks and classroom materials.

Program implementation is the component that provides the procedures for installing new or revised courses of study in the school program.

Program maintenance refers to procedures necessary to support, monitor and revitalize the existing courses of study and related materials. This is primarily the responsibility of boards of education. But, the department continues to assist through updating and disseminating existing and revised courses of study and instructional materials and through production of Saskatchewan reference materials.

The next several sections explain these four phases in more detail.

P

The process of program evaluation takes place on two fronts — one is department-based, the other is school-based.

Department-based program evaluation involves gathering and summarizing information, facts and opinions on the status of existing curriculum and setting directions for curriculum development.

Specific objectives are:

- to improve educational decision-making and planning;
- to help specify and clarify the needs, goals, aims and outcomes of education;
- to involve the students, parents and community in determining the goals for schools and the effectiveness of curriculum;
- to determine whether a program is consistent with broad departmental criteria and goals;
- to systematically analyze the effectiveness of the program; and,
- to decide whether the program should be maintained, expanded, revised or deleted.

Program evaluations of home economics, social studies/social sciences (grades 1 to 12), kindergarten and learning resource centre services have been completed. Program evaluations of English (grades 1 to 12), guidance (kindergarten to grade 12), technical and vocational education and heritage languages have been initiated.

A significant thrust for the school-based side of program evaluation is involving those who will be affected by a decision in decision-making. Ways are being established to enable classroom teachers to provide their responses to specific courses of study as part of the evaluation cycle.

To assist at the local level, a training package is being developed to provide inservice to teachers on program evaluation in the classroom.

P

Program design — the process of designing new courses and assisting with activities to revise, maintain and support existing courses — becomes a collaborative effort among branches within Saskatchewan Education and educators from the field.

The use of kindergarten to grade 12 committees and the secondment of practising teachers to assist with conceptualizing and writing courses was an important innovation during the reporting year.

Collaboration with boards of education and field testing preliminary versions of new courses also increased productivity in course design and improved the potential for effective implementation.

Major activity during the reporting year is described by course area below.

Aesthetic education: work on a kindergarten to grade 9 program continued. Draft versions of units and lessons were prepared by curriculum developers working closely with practising teachers in a rural school division.

Christian ethics: revision of existing courses for grades 10 to 12 produced a curriculum guide and a plan for teacher inservice.

Computer education: final editions of curriculum guides were distributed for computer literacy in grades 7, 8 and 9 and an interim edition of a curriculum guide was distributed for computer science and computer applications in grades 10, 11 and 12.

Health: three schools field tested a preliminary curriculum guide for grades 7 to 9. Feedback was incorporated in editions of a curriculum guide and handbook for piloting in 20 schools in the fall of 1984.

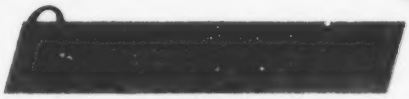
Home economics: revisions of eight optional half courses for grade 11 and 12 were completed.

Mathematics: grade 10, 11 and 12 algebra, grade 10 and 11 geometry and grade 12 geometry-trigonometry were all revised. An interim edition of a curriculum guide for algebra and geometry-trigonometry was also completed.

Social studies: major course development took place for grade 8 and 9 social studies further to a department-based evaluation report. A draft of the grade 8 course was distributed throughout the province for reaction and input. Plans were made for a revised draft to be further field tested. A draft of the grade 9 course was also prepared for initial reaction in the fall of 1984.

Technical-vocational education: outdated curriculum guides in automotive, electricity and electronics and building construction were revised, distributed and implemented in the fall of 1983. Revision of courses in drafting, machining and welding also began.

Multicultural education: design and field testing of course components for kindergarten to grade 12 bilingual Ukrainian continued with the assistance of St. Paul's R.C.S.S.D No. 20. German for grades 10 to 12 was revised to enable schools to use contemporary audio-visual methods for language instruction. Consultative services were also provided to school divisions and community groups in the areas of program planning and teacher education.



Materials evaluation and acquisition

Textbooks, 16 mm films, videotapes, audiotapes and other reference materials are evaluated for their suitability as instructional resources in provincial schools. Priority areas were English, social studies, health and home economics.

This is done within the department and in co-operation with teachers, principals and school administrators who assist in field testing. The services of approximately 300 field testers were used.

Of 250 textbooks evaluated, 11 were approved. Of 217 films previewed, 47 new titles were purchased. Of 86 videotapes evaluated, duplication rights were purchased in 24 cases.

Multi-media kits

Four productions were completed during the reporting year.

"Saskatchewan Past and Present" won an award of excellence through a competition sponsored by the Association for Media and Technology in Education. This kit supports the teaching of grade 4 social studies and includes an activity guide, bibliography, map of Saskatchewan, four posters and 11 sound filmstrips. Private sector resources were vital to kit development and production.

"Saskatchewan Flora and Fauna" supports grade 11 and 12 biology and grade 7 science. The kit contains four sound filmstrips and teacher guides.

"Saskatchewan Field Crops" is for high school science and agriculture courses and includes a sound filmstrip, teacher guide and student information sheets. Co-producers were Saskatchewan Education and the Saskatchewan Wheat Pool.

"Anything You Want To Be" focuses on career awareness for students at the elementary level. The kit contains a sound filmstrip and teacher guide.

In addition to producing multi-media kits for specific curriculum needs, the department also produces teacher inservice materials and participates in provincial, national and international production consortia.

Locally developed courses

Student instruction is guided primarily by provincially developed courses but in some cases, authorization is given for use of locally developed courses to meet specific curriculum needs.

During the reporting year, 13 courses in 10 subject areas were approved for grade 8 and 9, 133 courses in 30 subject areas were approved for grade 10, 30 courses in 14 subject areas were approved for grade 11 and 39 courses were approved in 15 subject areas for grade 12.

A staff member in each regional office works as a regional curriculum co-ordinator to assist teachers in implementation of new or revised curricula.

Regional curriculum co-ordinators often second teachers and consultants with expertise in certain subject areas for an intensive program designed to train them as workshop leaders. These people are then available to provide inservice to others.

Boards of education are reimbursed for the salary of seconded teachers. Expenses and honoraria are paid directly.

During the reporting year, training sessions and subsequent workshops were undertaken for kindergarten to grade 12 mathematics, computer literacy, science, computer awareness, music, career education, physical education, home economics and teaching in multi-grade classrooms.

Regional workshops were also organized in response to local needs or requests. Some of the topics included time management, core/oral french, supervision, policies and practices, language arts, problem solving and conflict resolution.

INDIAN AND METIS EDUCATION

A blueprint for action on native curriculum development was adopted by the Minister of Education in March, 1984.

Adoption of the blueprint marked completion of the work of the Indian and Metis Curriculum Review Committee. Its five-year action plan for curriculum development is geared to achieving two main objectives:

- to ensure that school curriculum and educational institutions transmit positive and accurate information to assist Indian and Metis students in developing a positive self-image and cultural identity; and,
- to educate all Saskatchewan students about Indian and Metis peoples.

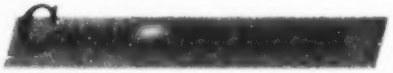
To achieve these objectives, the action plan states three priorities must be addressed. These include revising core curriculum to include Indian and Metis content, to develop course materials to support core curriculum and to develop specific curricula such as Indian and Metis studies courses and Indian languages programs.

More specifically, the committee recommended that:

- an Indian and Metis education policy be formulated for Saskatchewan as soon as possible;
- the Indian and Metis Curriculum Review Committee be made a permanent ongoing committee to formulate policy, establish criteria and principles for curriculum development, monitor ongoing projects and assist in the selection of Indian and Metis representatives for curriculum committees;
- the present membership of the Indian and Metis Curriculum Review Committee be expanded to include representation from the Indian Teacher Education program, University of Saskatchewan and the Saskatchewan Indian Education Commission;
- two members (one representing Indian and one representing the Metis and Non-Status Indian people) from the Indian and Metis Curriculum Review Committee become members of the Program Policy Committee of Saskatchewan Education;
- representatives from the Indian and Metis community be on departmental curriculum committees;
- in all phases of the curriculum process — program evaluation, program design, program implementation and program maintenance — the Indian and Metis Curriculum Review Committee set guidelines and criteria for curriculum development for the Indian and Metis Curriculum Development Team or other developers to carry out and monitor projects to see the guidelines and criteria are followed;
- as part of ongoing evaluation of current curricular materials and programs, the dual concerns of educating Indian and Metis students and educating non-Indian and Metis students about Indian and Metis people be taken into account;
- a baseline data survey to facilitate future planning be undertaken immediately to determine what programs have been created, what adaptations have been made and what materials have been developed to meet the needs of Indian and Metis students in the province;
- there be dual priorities in Indian and Metis curriculum development in Saskatchewan:
  - integration of Indian and Metis content into the core curriculum through existing structures and procedures;
  - special projects in programming and materials development specifically for Indian and Metis students, since the target group of the proposed curriculum development is **all** students in provincial schools.
- the Indian and Metis Curriculum Development Team be instituted for a period of at least five years;
- the development unit of the Northern Education Branch become part of the Indian and Metis Curriculum Development Team; and,

- sufficient financial support be provided to assure that the Indian and Metis Curriculum Review Committee and Native Curriculum Development Team can fulfill their mandates.

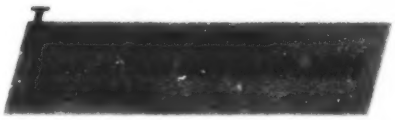
Work has begun with establishment of an Indian and Metis Curriculum Advisory Committee and an Indian and Metis Curriculum Development Team to oversee and advise on implementation of the action plan. Major Indian and Metis educational groups and other provincial educational groups are represented on the advisory committee.



In November, 1983 Arnold Tusa, legislative secretary to the minister and MLA for Last Mountain-Touchwood launched an Indian and Metis education consultation process. The objectives set for the series of meetings were:

- to ask for comments on Indian and Metis education initiatives undertaken at the local level to determine which have been successful and why;
- to learn from local residents about special needs or problems to be addressed in the area of Indian and Metis education; and,
- to see if Indian and Metis parental involvement in the education of their children can be enhanced.

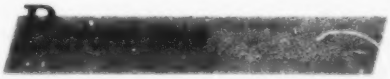
Input received by Tusa at over 130 meetings involving teachers, principals, school administrators, students, parents and interest groups will form the basis of a report to the Minister of Education.



This new program, commonly called IMED, provides incentive grants to school divisions to develop, implement and maintain Indian and Metis education programming.

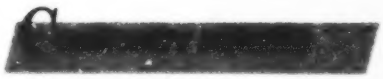
School divisions received grants for a variety of local programs including Indian language development, curriculum development and liaison programs to improve communication between the school, the home and the community.

During the reporting year, grants were approved for the following school divisions: Indian Head S.D. No. 19, Kamsack S.D. No. 35, Blaine Lake S.D. No. 57, Sturgis S.D. No. 45, Lloydminster S.D. No. 99, Saskatchewan Valley S.D. No. 49, Tiger Lily School Division No. 54 and Last Mountain S.D. No. 29.



The title of this educational guide aptly describes one goal for the department's Indian and Metis Curriculum Development Team — that of reducing bias in instructional materials.

The team continues work on developing Indian and Metis curriculum materials and content for inclusion in core curricula such as language arts and social studies.



A report card issued on the Community Schools Program in March, 1984 showed these schools are valued by students, parents and educators alike.

Saskatchewan now has 16 community schools operated in co-operation with public and separate school divisions in Regina, Saskatoon and Prince Albert.

The program's objective is to improve Indian and Metis student attendance by involving the community, including parents, in school planning and policy making and drawing on community resources to enhance classroom activities.

The department supports seven community schools in Regina, five in Saskatoon and four in Prince Albert.

S

The first graduates of the Saskatchewan Urban Native Teacher Education Program convocated in the spring of 1984.

This four-year teacher education program leads to a bachelor of education degree.

A co-operative arrangement among Saskatchewan Education, Saskatchewan Advanced Education and Manpower, the Gabriel Dumont Institute of Native Studies and Applied Research, and the universities of Regina and Saskatchewan, governs administration of this program. A new three-year contract was signed in May, 1984.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centers in Regina, Saskatoon and Prince Albert. Graduates are, therefore, able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

An evaluation of the program during the reporting year recommended its continuation.

N

The Northern Teacher Education Program (NORTEP) is a four-year, off-campus, school-based teacher education program for northern residents.

Successful graduates obtain bachelor of education degrees and professional "A" teaching certificates.

Recognized as one of the most successful models for Indian and Metis teacher education, NORTEP is funded jointly by Saskatchewan Education and the federal Department of Regional Economic Expansion.

NORTEP is operated by a legally incorporated NORTEP Council and is carried out in co-operation with the University of Regina and University of Saskatchewan.

Approximately 90 northern residents are enroled each year.

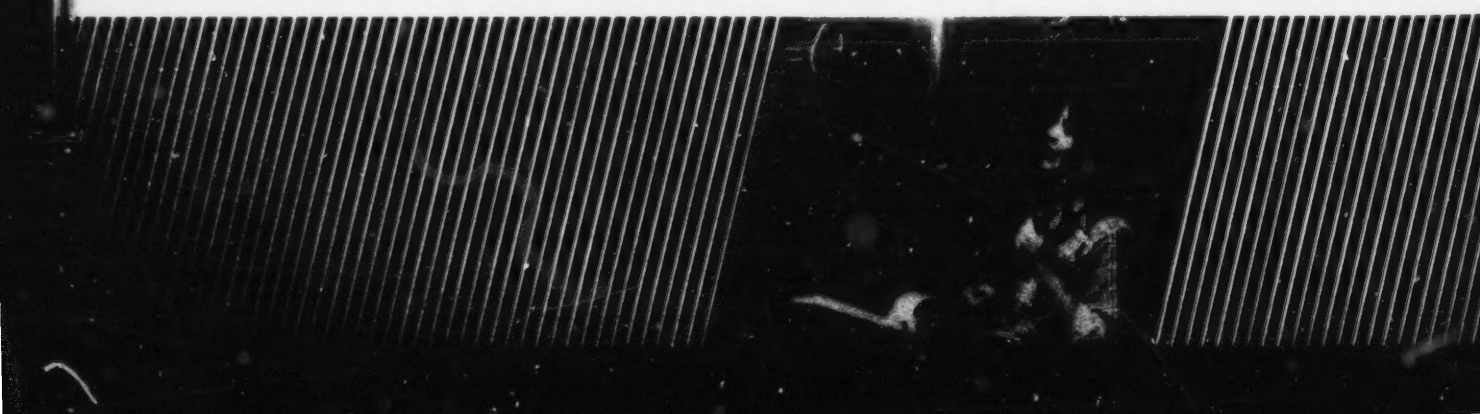
S

This unique alternative school for students of Indian and Metis ancestry was also evaluated during the reporting year. Its continued operation was recommended.

The school operates within the Saskatoon Roman Catholic Separate School Board of Education's jurisdiction and is designed to attract Indian and Metis students who have dropped out or who were having difficulty in the regular school system.

Students at the school continue with academic programs in an environment with a difference. Emphasis is placed on developing their Indian and Metis heritage, cultures and values while also learning traditional school subjects.

Ninety-two students were enroled in the Saskatoon Native Survival School during the 1983-84 school year.



Brown

FRENCH EDUCATION

French education programs in Saskatchewan can be categorized into three types.

Designated programs

Designated programs are of two types. In the Type A program, French is the language of instruction for all courses of study except English. This program best suits the educational needs of Francophones. During the reporting year, the number of Saskatchewan schools offering this program increased by one to a total of 11 while student enrolment increased by 16.00 per cent to 674 over 1982-83 school year figures.

In the Type B immersion/bilingual program, more than 50.00 per cent of total instructional time is in the French language. Six new programs were implemented during the reporting year, increasing the number of schools offering this program to 40. Enrolments in Type B programs increased 22.30 per cent to a total of 4,123 for the school year 1983-84.

Core French Programs

Schools offering this program use French as the language of study for approximately 30 minutes per day. In 1983-84, 48,306 students received this type of French language instruction.

Advanced French Program

This is a program for Francophone students in which French instruction totals a minimum of one hour per day. Four hundred and forty-five students studied through this program in the 1983-84 school year.

During the reporting year, Saskatchewan Education's Official Minority Language Office continued a programming strategy which enabled it to better assist in program and instructional resources development for all three categories of French programs. Many of these activities are carried out with the financial support of the federal Secretary of State.

A 23.30 per cent increase in federal contributions was negotiated. As a result, the federal support of $1,297,404 in 1979-1980 rose to a total of $2,323,590 in 1983-1984.

Federal-provincial programs administered by OMLO, with the number of Saskatchewan participants indicated in brackets were as follows:

- French teacher bursaries (240);
- monitor program for Francophones (11);
- second language monitor program (39);
- summer language bursary program (285);
- fellowship program (96); and,
- travel bursary program (7).

Enrolments in French programs for 1983-84 are provided in Table 6 in the statistical section of this report.

OMLO also co-ordinates the development of curricula and services for teachers of Saskatchewan's French programs.

These activities often involve collaboration among boards of education, universities, la Societe historique and la Commission culturelle de la Saskatchewan. Contractual services are sometimes employed.

OMLO initiated instructional resources development for kindergarten to grade 3 French language arts through a joint project involving the Saskatoon board of education. In addition, OMLO contracted the services of la Société historique to adapt historical documents for use in designated French schools, especially materials for the new grade 4 instructional materials for social studies.

OMLO also worked with L'Association jeunesse fransaskoise for the production of an anthology of French plays and Saskatchewan Archives to identify the Francophone resources available within the provincial archives.

During the reporting year, OMLO developed nine curriculum guides as follows: a kindergarten teachers' guide, French language arts curriculum guides for kindergarten to grade 6, French language arts guides for grade 7 and 8, a Christian Ethics guide for grades 10 to 12, physical education guide for kindergarten to grade 12 and two guides for guidance teachers.

Completion of this material was achieved through curriculum development, adaptation from existing curricula or direct translation of curricula which had been field tested in the regular school program.

A textbook and instructional resources catalogue for school boards and personnel was completed.

OMLO initiated program support services which included oratory contests, bilingual French debate opportunities and the use of Saskatchewan's French weekly newspaper in classrooms.

Evaluation kits were also provided to boards of education having a designated program thereby enabling them to assess oral and written achievements of students in grades 3,6 and 9. OMLO contracted production of these evaluation kits through the Ontario Institute for Studies in Education.

A working committee of educational consultants was established to draft a Core French curriculum for grades 7 to 12. A provincial committee of core French teachers evaluated the first draft and proposed changes. Implementation leaders were then chosen and training sessions in content and leadership skills were subsequently completed. Services of the regional curriculum co-ordinators and a specialist from the University of Sherbrooke, Quebec assisted in this process.

A staff member was appointed to co-ordinate educational services for the French minority. As well, three educational consultants assisted teachers, principals, and superintendents in the evaluation of French programs by providing consultative services on program implementation and improvement.

The department was represented on a number of committees, including the Saskatchewan Association of Teachers of French. A close liaison was maintained with the French Cultural Association of Saskatchewan (ACFC), the University of Regina, the University of Saskatchewan, the Canadian Association of French Language Education , the Canadian Parents for French Association and other organizations involved in French education.

OMLO participated in development and implementation of a bachelor of education program for designated teachers at the University of Regina.

A professional development program was established for teachers to participate in courses, seminars and workshops to improve their abilities to offer French programs in Saskatchewan.

OMLO also assisted boards of education in meeting their staffing needs by conducting out of province information sessions for prospective core and designated French teachers.

SPECIAL EDUCATION

[illegible]

The goal of special education is to promote the development and improvement of specialized educational programs and services to ensure equality of educational opportunity for exceptional children.

Saskatchewan Education provides bursaries, inservice training for teachers and program support through the services of special education consultants, regional co-ordinators of special education and the Psychoeducational Assessment Clinic.

The overriding aim is to provide quality educational services to students in their home communities. During the reporting year, a majority of handicapped students participated in local school programs.

Through a four level policy for funding, the department provides grants to boards of education for special education.

The low cost range was set at $1,258 per student. The number of students recognized was 3 per cent of grades 1 to 9 enrolment plus 1 1/2 per cent of the kindergarten enrolment.

Depending on the severity of the handicap and the nature of the program provided, high cost programs receive grants at three levels: Level I, $3,691 per student; Level II, $4,912 per student and Level III, $5,617.

As well, high cost funding at the rate of one-half of the Level I rate continued for severely learning disabled students ages 16 to 21.

Grants of $337 per item were available to school divisions for purchases of approved equipment for use by disabled students.

Table 8 in the statistical section of this report provides further details.

[illegible] IMPAIRED CHILDREN

The report of the deputy minister's advisory committee was completed in June, 1984. This report and the Total Communication Study released in 1983, provide an information base for developing new ways of delivering educational services to hearing impaired children in Saskatchewan. Special attention is being paid to implications of declining enrolment at the R.J.D. Williams Provincial School for the Deaf and increased parental requests to allow severely hearing impaired children to remain in local schools.

The Psychoeducational Assessment Clinic for Hearing Impaired has completed its first full year of service to school divisions. Twenty-four learning assessments were completed with 57 follow-up visits to schools and parents as support to teachers implementing recommendations and programs.

The Task Force on Services to Deaf-Blind Persons in Canada evaluated Saskatchewan's program for the deaf-blind offered at the R.J.D. Williams Provincial School for the Deaf. The report commended Saskatchewan for developing a first-rate facility and program.

[illegible]

The educational needs of pre-school children were studied during 1983-84 by the deputy ministers of education, health and social services.

The result was establishment of early childhood co-ordinating committees in 12 geographic regions. These committees work with local agencies to ensure social and educational needs of pre-school children are met.

The department continues to support early childhood prevention programs for pre-schoolers whose educational development has been delayed or is at risk due to physical, visual or hearing impairments.

A review of Saskatchewan's 22 developmental centres was launched in 1983-1984 and is expected to be completed in 1985. Developmental centres provide classes and programs for multi-handicapped students.

Saskatchewan Education is also active in the Wheatlands Project for the handicapped implemented by the Government of Saskatchewan, the Saskatchewan and Canadian Associations for the Mentally Retarded and the citizens of western Saskatchewan. The project involves developing a plan to provide the handicapped with life-long learning opportunities for community living.

Gifted Education

The work of an advisory committee on the education of gifted learners culminated with presentation of a final report to the Minister of Education in June, 1984. Its eight recommendations were:

- the provision of consultative services to enhance local initiatives;
- the establishment of a reference group as a resource to Saskatchewan Education;
- the further development of an approach to teacher education which recognizes a variety of learning opportunities within the university and beyond;
- the development of an effective network of resources within other governmental departments and the community to meet the needs of gifted learners;
- the support and expansion of outlets for the talent of gifted learners;
- the provision of funding for personnel resources to develop and implement differential programming for gifted learners;
- the review of existing policies and practices relating to continuous progress, individualized instruction and alternative education as appropriate to the needs of gifted learners; and,
- the development of a plan for incremental implementation of services for gifted learners.

The Minister of Education is expected to announce an implementation plan on gifted education.

Also during the reporting year, more than 35 school divisions participated in teacher training sessions to raise awareness of the characteristics of gifted learners, how to identify them and on strategies for meeting their special learning needs.

learning needs.

A collection of enrichment materials for use by teachers of the gifted was also assembled.

Shared Services

The concept of sharing resources and staff time to provide specialized educational services is one that is now well established in Saskatchewan.

In sixteen areas of the province, school psychology, speech therapy and other special educational services are shared so all school divisions within the service areas can benefit, despite enrolment or financial base.

The program has four objectives:

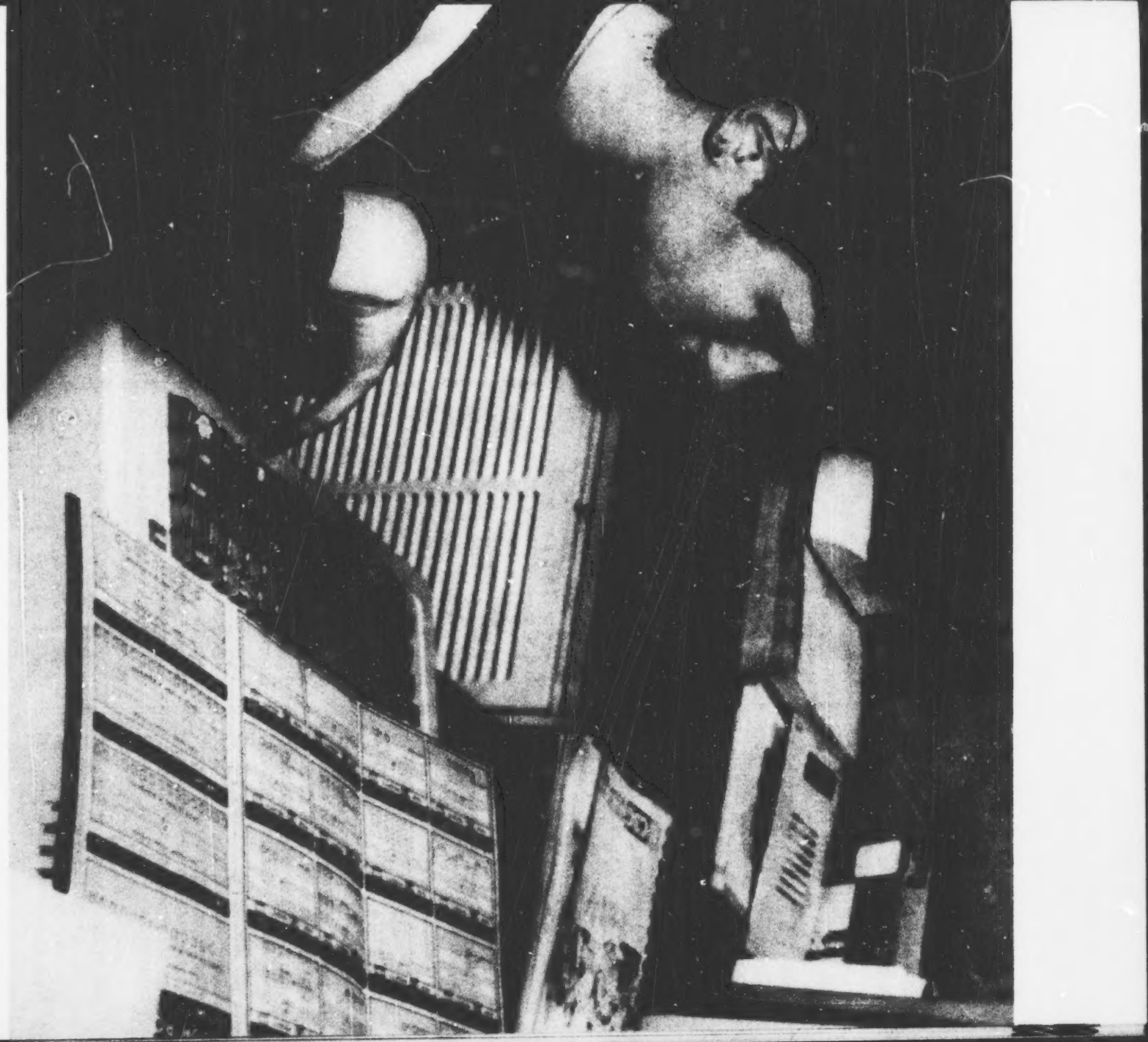
- to meet the special program needs of smaller school divisions by facilitating the establishment of larger administrative units for the delivery of specific special services;
- to establish administrative and funding mechanisms which would ensure local control;
- to facilitate a co-ordinated approach to specialized services; and,
- to provide an administrative structure to facilitate local decisions expanding the scope of shared services into other program areas.

Curriculum

The development of curriculum resources to assist teachers in planning alternative programs was identified as a priority in 1983-84. The Special Education Curriculum Steering Committee released its first document, Assessment and Curricula for Severely and Multiply Disabled Students.

Other resources provided to schools included special format materials such as large print, braille and taped textbooks for visually impaired students.

A support program was also developed for teachers of terminally ill or bereaved students.



Correspondence School

Education by mail is available to high school students, adults and Saskatchewan citizens overseas as a back-up or alternative educational service.

In 1983-1984, 6,106 students were registered in 65 subjects at the high school level. Forty-two per cent of those enroled were adults.

Student completion rates were high. Of those who wrote final examinations in January and June of 1984, 89 per cent passed.

Correspondence School operations were improved during the reporting year through the installation of eight additional telephone trunklines, implementation of a computer-based accounting system and increased communication with its students through report generation capabilities of the school's computer.

Five new courses were developed and implemented as part of ongoing efforts to update and develop new course materials.

During the latter part of the year under review, a committee was formed to plan celebrations for the Correspondence School's 60th anniversary in 1985.

Table 5 in the statistical section of this report provides a further breakdown of Correspondence School enrolment.

R.J.D. Williams Provincial School for the Deaf

The R.J.D. Williams Provincial School for the Deaf in Saskatoon is operated by Saskatchewan Education for hearing-impaired and deaf-blind students, ages 3 to 21.

Enrolment during the reporting year was 112 students.

Four programs are offered: pre-school/elementary, senior academic, pre-vocational/work experience and deaf-blind/special needs. The school follows the provincial curriculum as closely as possible while considerable emphasis is also placed on developing the students' language and communications skills.

The school is accredited for kindergarten to grade 12 and has established a pre-school and home-school training program for deaf-blind children.

Another highlight during 1983-84 was expansion of the work experience program which now involves 80 Saskatoon businesses.

Through the integration program, four students graduated with grade 12 standing from Holy Cross High School. Three of the students returned to the school to participate in the work experience program.

Younger students also benefit from integration by attending Bishop Murray Elementary School one morning a week. In turn, a grade 3 class of Bishop Murray students returns to the school to share classes with hearing-impaired students.

Students participate in community life through sports, arts and crafts and girl guides. A student council organizes dances, pep rallies, fund-raising drives and special events.

Sixty-five students board at the school. Many go home on weekends. The school year is established so that one day a month, all students can be with their families. An annual two-day family workshop allows parents to share with other parents of deaf children, to learn more about deafness and to improve their own communications skills.

Two students graduated from the school in June, 1984.

School staff includes qualified teachers of the deaf, parental care supervisors, counsellors, audiologists, nurses, food services, office and support personnel.

High School Athletics

Between 30,000 and 35,000 high school students competed in ten sports involving 2,618 teams during the 1983-84 school year. Thirty-three provincial champions were declared.

The Saskatchewan High Schools Athletic Association (SHSAA) is a provincial association of volunteer coaches who administer the extra-curricular program in high schools.

The association co-ordinates provincial and interschool playoffs, registers teams, schedules activities, develops uniform codes of ethics and competitive rules.

The SHSAA is governed by delegates from 13 member districts and is directed by a 9-member elected executive council which meets five times a year. The department provides a full-time executive director to staff the central office.

Close ties are maintained with the Canadian School Sports Federation and the National Federation of State High School Activities Association. The SHSAA also acts as liaison between the department and non-educational sporting groups.

Of note during the reporting year was creation of a new division for boys' and girls' basketball, approval of girls soccer for play in 1984-85 and introduction of by-laws governing development of officials and commercial sponsorship.

Table 12 in the statistical section provides a four-year comparison of teams competing in badminton, basketball, cross country running, curling, football, golf, soccer, track and field, volleyball and wrestling.

[redacted]

Opportunities to extend education beyond the classroom are provided through several student exchanges supported and assisted by the department.

The Interchange on Canadian Studies is held each year in different locations across Canada for senior high school students. Saskatchewan assigns 15 delegates and a chaperone.

For the fifth consecutive year, a group of Saskatchewan students participated in an exchange with West Germany. The students travel as ambassadors for Saskatchewan to increase their fluency in German and to learn about life in another country. The department provides a travel bursary to each student.

Negotiations were also completed for administration of a program to provide 250 students with exchanges and visits to Quebec.

The American Field Service program is for students in their final year of high school or for students who wish to apply during the year between high school and university. Eligible students live with a family in a host country and attend school. Students are selected based on their interests, skills and abilities and are usually highly motivated, resourceful and articulate young people.

The department also assists in selecting schools for Project Canada Student Exchanges. Teachers in elementary schools can enrol their classes to be twinned with an Ontario class.

[redacted]

Thirty-two Governor-General Awards are presented to Saskatchewan students annually.

Criteria for winning the award includes academic standing, school attendance, conduct, leadership, athletics, public speaking and ability to co-operate.

Eleven medals are awarded for students nominated from the cities of Regina, Saskatoon, Moose Jaw and Prince Albert; four medals are awarded to students nominated from the cities of Estevan, Lloydminster, Melfort, Melville, North Battleford, Swift Current, Weyburn and Yorkton and one medal is awarded to a student from each of 17 other geographic districts in the province.

General proficiency awards of $200 are also presented to students in recognition of scholastic achievement in their graduating year. Each school is allowed one award for each 11 students enroled in grade 12. Based on this ratio, high schools nominated students with the highest average in two English credits, one social studies, social studies-history or economics credit and two credits from other approved grade 12 subjects.

During the 1983-84 school year, 1,283 students received the award.

[redacted]

Saskatchewan Education has begun adapting a data base to provide student access to information on careers and training programs. The Student Guidance Information System is a career information data base originated by the Ontario Ministry of Education.

Once the data base has been re-written to focus on Saskatchewan's careers and training programs, the system will serve as a support to the current career education program available in many Saskatchewan schools.

Plans call for ensuring easy student access to the data base through existing technology both within the department and in school divisions.

[illegible]

Saskatchewan Education provides the Interagency Council on Smoking and Health with assistance in organizing and co-ordinating activities in Saskatchewan. A higher profile for National Non-Smoking Week in Saskatchewan has been achieved. A large increase in non-smoking initiatives in the schools has also been realized through the co-operation of the departments of education and health.

As well, Saskatchewan Education has participated in art contests for the 5th World Congress on Smoking and Health, a program of awards for non-smoking schools, the Pioneer Life media awards for non-smoking behavior and the provision of audio-visual materials for non-smoking programs.

[illegible]

Alcohol, drugs, sexuality and the law — these are topics addressed by liaison committees in Regina and Saskatoon.

The committees involve a network of community agencies, concerned groups and individuals to promote positive, healthy lifestyles and responsible behavior for youth in their communities. The program was established at the request of the Minister of Education and is supported through an office established within the department.

Every high school in Saskatoon and Regina participates in the work of the liaison committee in their city.

While each committee sets its goals and objectives, generally shared aims are as follows:

- to provide a place where agencies, concerned groups and individuals can exchange ideas;
- to encourage and support agencies in their efforts to promote healthy lifestyles;
- to help member agencies co-ordinate their efforts;
- to provide an opportunity for education of member agencies;
- to encourage young people to identify their needs and concerns; and,
- to recognize, support and encourage responsible behaviour of youth in their community.

[illegible]

The primary objective of the Safe Grad program is to reduce the incidence of deaths, accidents and disorderly conduct associated with high school graduation parties.

Interest in the program continues to grow within Saskatchewan as well as in other provinces and the United States.

An evaluation report released during the reporting year indicated approximately one-third of Saskatchewan schools are involved in Safe Grad. A demonstrated decline in fatalities, accidents and legal charges has been the result.

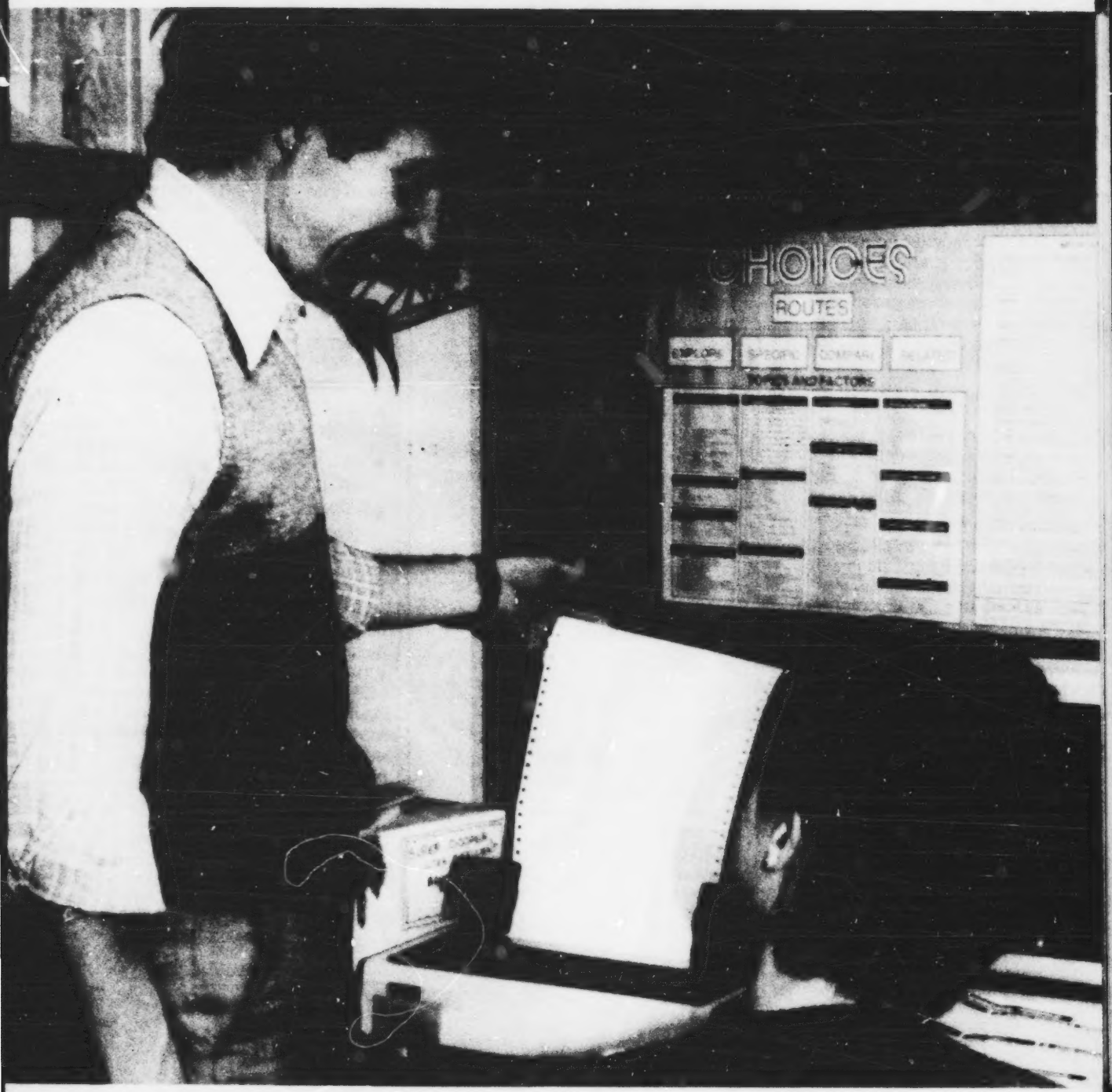
[illegible]

Transcripts of out-of-province students are evaluated by the department to help determine where students should be placed in Saskatchewan schools.

During the reporting year, 1,563 out-of-province students requested evaluations. Certificates of 200 students taking music from recognized music schools and conservatories were also evaluated and the students were granted standing.

During 1984, a total of 61,686 transcripts of high school marks were issued to universities, post-secondary institutions, students and teachers.

Consultative services to students, adults, teachers, parents and administrators are also provided on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.


CHOICES
ROUTES

SERVICES TO TEACHERS

Certification

Responsibility for matters related to issuing teachers' certificates rests with the department.

The Board of Teacher Education and Certification is an advisory board which oversees matters relating to teacher education and certification. It also hears appeals from teachers whose eligibility for certification is in question.

This board met twice during the year. Among other items, it considered the training of technical and vocational teachers and new teacher education programs. The board also heard 13 appeals.

Enrolments in regular teacher education programs in 1983-84 increased by 139 from the last reporting year. Enrolment in the regular teacher education program at the University of Regina was 1,066, while enrolment at the University of Saskatchewan was 1,519.

Teachers are classified according to regulations governing salary levels. The Teacher Classification Board met three times during the year and heard 19 classification appeals. Six appeals were allowed.

Tables 13 to 20 in the statistical section of this report provide further information regarding the teaching force. A general surplus of teachers was apparent, with staffing problems occurring in only a few teaching fields and remote areas of the province.

Accreditation

Approximately 1,150 practising teachers in Saskatchewan have been accredited. This allows these teachers to determine final marks for students in grade 12 subjects for which accreditation privileges have been granted.

In Saskatchewan, approximately 60 per cent of all grade 12 final marks are set by accredited teachers. The other 40 per cent of marks are set through departmental examinations.

Consultative services on requirements teachers must fullfill to become accredited are provided and records of accredited teachers are maintained.

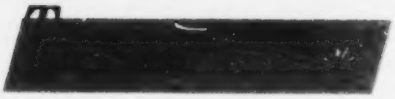
Inservice

The provincial inservice teacher training program on student evaluation continued during the reporting year.

Its objectives are:

- to enhance the repertoire of teacher skills and abilities on student evaluation;
- to improve the validity and reliability of student evaluation procedures;
- to extend the range of evaluation procedures used;
- to link assessment with programming decisions;
- to improve the comparability of grading systems from school to school; and,
- to focus attention on the need to regard evaluation as a function broader than grading.

As a follow-up to these inservice activities, a handbook on student evaluation was distributed to all teachers. Two hundred teachers have also been trained as workshop leaders to offer the inservice program in their home school divisions.



A provincial agreement was signed on April 10, 1984, between boards of education, the Government of Saskatchewan and teachers for the period January 1, 1984 to December 31, 1984.

The agreement provided for an increase of 3.60 per cent in teacher salaries and in allowances for principals and vice-principals.

A superannuation benefit, commonly known as "30 and out," was also included in the contract. This allows teachers to superannuate without penalty whenever they have completed 30 years of service. The provision is unique to teacher public sector superannuation plans in Canada.

Group insurance levels were increased to twice the value of the maximum of Class IV as set out in the current agreement, rounded up to the next one thousand dollars.

A protocol for access to a teacher's file held by a board of education or Saskatchewan Education was also provided for in the agreement.

Boards of reference are semi-judicial bodies established to independently review reasons for the termination of teacher contracts.

Four applications were received from teachers requesting boards of reference under *The Education Act* to investigate the termination of their contracts. Two applications were refused, one was withdrawn by the applicant and a board of reference was established and rendered a decision in the remaining case.

SERVICES TO SCHOOLS

F

Offered is a 16 mm film loan service to schools and the public, an audio and video tape duplication service and technical facilities to assist Saskatchewan producers of educational programming.

The media collection includes 3,381 film titles, 1,976 video programs, 730 audio programs and 97 multi-media kits.

Almost 98,000 films, 7,007 video programs, 513 audio programs and 163 multi-media kits were circulated.

During the reporting year the services of personnel, equipment and studios were provided for 20 audiovisual productions of government departments, nine audiovisual productions of non-profit organizations and six audiovisual productions of the universities of Regina and Saskatchewan.

S

For 30 weeks, one-half hour programs were aired on school days through the school telecast service offered by Saskatchewan Education in co-operation with the Canadian Broadcasting Corporation (CBC).

These telecasts cover a range of topics, some of which include current events, native peoples, safety education, language arts, math, French, science, social studies, environmental studies and the arts. The CBC provides air time free of charge.

C

Annual celebrations of Education Week provided the Minister of Education with a forum to announce plans to launch the Saskatchewan Educational Network. The network allows the department, schools and board of education offices to communicate with each other using computer technology.

The system permits sharing of educational programs with interested users, speeds up the collection and distribution of administrative data and provides a statistical data base for use by the educational community.

As well, plans also call for adding interested members of the public to the list of users of various types of educational information and statistics.

E

In 1984, the first full week of March was designated to celebrate Education Week in Saskatchewan. The theme set was Saskatchewan Education: Preparing for tomorrow ..Today

Schools across the provinces planned local events such as open houses, science fairs and celebrity readings.

A provincial Education Week Committee including representatives from Saskatchewan Education, Saskatchewan Advanced Education and Manpower, the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the University of Regina and the University of Saskatchewan, was struck to plan promotional activities to raise public awareness of Education Week and to encourage schools and their communities to participate.

Education Minister Pat Smith and Shawna Herrington, then president of the student representative government at Melville Comprehensive High School, served as honourary co-chairpersons of Education Week.

School bus safety was of major interest during the reporting year.

The department was represented on the School Bus Safety Review Committee established by the Minister of Highways and Transportation, conducted school bus driver institutes in several school divisions and assisted in the development and distribution of school bus safety materials to elementary school students.

Groundwork was laid for preparation of a new policies and practices booklet on the conduct of the driver education program in Saskatchewan schools.

Data on youth accidents is being analyzed as a foundation for determining the conceptual design of a new driver education course of studies.

Consultative services on the driver education program including staffing and interpretation of department policy, legislative provisions and issues related to board-operated and contracted programs are provided.

The Saskatchewan Driver Educators Association provided valuable assistance to the department in advancing the aims and objectives of driver education in the province.

Although supported by the department, this program's strength is drawn from community groups who offer it in 34 Saskatchewan communities.

The Driving Without Impairment (DWI) program emphasizes the need to separate drinking from driving and is targeted primarily at first-time convicted impaired drivers.

Consultative services were provided to every local group involved in the program during the reporting year.

Workshops were conducted in La Ronge, Prince Albert, North Battleford and Saskatoon. Eighty participants attended and returned to their communities able to assume leadership in furthering the aims and objectives of the DWI program.

The reporting year's highlight was a DWI symposium in March, 1984. Sponsored jointly by Saskatchewan Education and Saskatchewan Highways and Transportation, the symposium attracted approximately 300 interested persons who gathered to hear speakers on topics ranging from elementary school health and drug education to proposed new legislation to deal with drinking drivers.

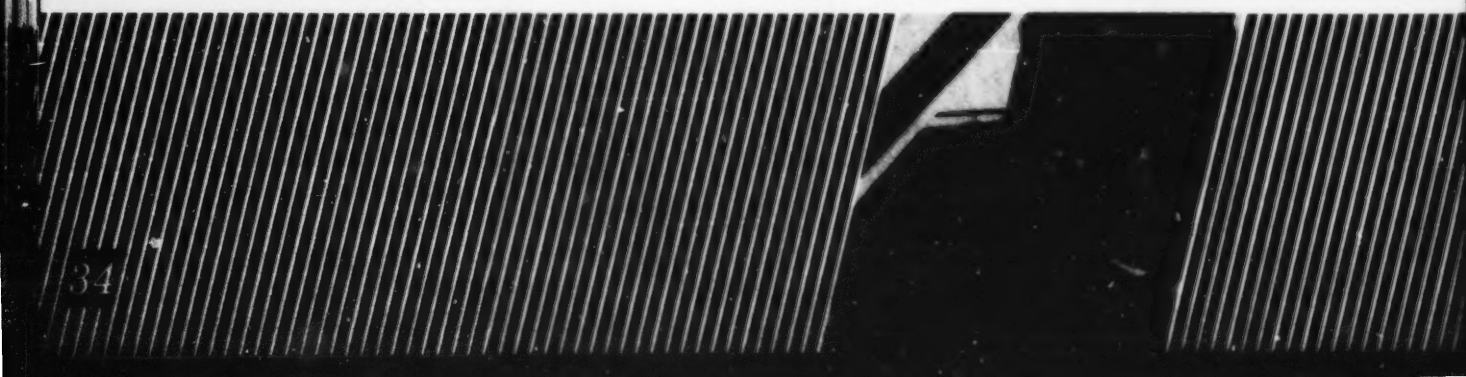
Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers.

Department examinations are written in January, June and August.

Traditional examinations were prepared for four subjects at the grade 12 level while machine scored examinations were prepared for 20 subjects. Over the three sittings, a total of 27,645 papers were marked; approximately two-thirds by machine, one-third by hand.

Six hundred and thirty six writing centres were provided in-province and 24 were provided out-of-province over the three sittings.

Tables 9, 10 and 11 in the statistical section of this report provide more details.



E

This board serves in an advisory capacity to help parties in the resolution of disagreements arising out of negotiations of local collective agreements. It also administers boards of conciliation and appoints mediators or arbitrators when required.

During the reporting year, the board included J. Gordon Goodfellow and D. Jim Phillips, appointed by the Saskatchewan School Trustees Association; Karen Rongve and Susan Bates, appointed by the Saskatchewan Teachers' Federation and Ronald Barclay, appointed by fellow board members.

Seven requests for appointment of a mediator, one request for establishment of a conciliation board and two requests for establishment of an arbitration board were considered.

The Educational Relations Board is also responsible for designating employees as being out of the scope of the provincial collective bargaining agreement.

The board received numerous requests to designate persons employed under the Shared Services Plan as out of scope. Following a review of the matter, the chairman will report to the board.

E

This three-member commission held one hearing during the reporting year. It involved a boundary dispute between Saskatoon (East) S.D. No. 41 and Wakaw S.D. No. 48.

The Commission investigates and makes recommendations on school division boundary matters referred to it by the Minister of Education.

Members include chairman J. Gordon Goodfellow, Bill Werezak and Linda Hornung.

P

The department's Resource Centre provides research and reference support to staff, directors and superintendents of education and to the general public through inter-library loans.

During the reporting year, 4,079 requests for information or assistance were handled. Almost 12,000 titles were circulated and 700 new acquisitions were catalogued.

The production and distribution of large print books, Braille books and audiotapes is also done through the Resource Centre.

ADMINISTRATIVE SERVICES

[illegible]

Saskatchewan Education provides administrative and advisory support to boards of education on school law, land transfers and school division boundary changes.

During the reporting year, the following land transfers were made:

- one-half section from Rosetown S.D. No. 43 to Biggar S.D. No. 50.
- approximately one-sixteenth of a section from Battleford S.D. No. 58 to North Battleford R.C.S.S.D. No. 16 and North Battleford S.D. No. 103.
- one-quarter section from Arcola S.D. No. 72 to Weyburn Central S.D. No. 73.
- three-quarters of a section from Last Mountain S.D. No. 29 to the Long Lake S.D. No. 30.
- one-half section from Rosetown S.D. No. 43 to the Kindersley S.D. No. 34.

Lands previously designated as unorganized and not taxed were added as follows:

- approximately 66 and 1/2 sections to Tiger Lily S.D. No. 54.
- approximately 828 and 1/4 sections to Prince Albert Rural S.D. No. 56.
- approximately 2,069 and 3/4 sections to Nipawin S.D. No. 61.
- approximately 378 and 3/4 sections to Kamsack S.D. No. 35.
- approximately 1,087 and 1/4 sections to Sturgis S.D. No. 45.
- approximately 8 and 1/2 sections to Yorkdale S.D. No. 36.

Alterations were made to the boundaries of Prince Albert Rural S.D. No. 56, Maple Creek S.D. No. 17, Kamsack S.D. No. 35, Davidson S.D. No. 31 and Tisdale S.D. No. 53.

A new sub-division was established in the Balcarres S.D. No. 87.

During 1983-84, one advanced class "A," five class "A" and two class "C" certificates of qualification as secretary-treasurers of school divisions were issued. The class "C" certificate is issued upon successful completion of the University of Regina two-year program in local government administration. The class "A" certificate is issued upon completion of two years of successful experience as a secretary-treasurer in a school division office. The advanced class "A" certificate is issued to those who hold or are eligible to hold a class "A" certificate and a university degree acceptable to the board of examiners.

The board of examiners includes chairman Ivan MacKay, Glen G. Bell and Walter H. Neufeld.

REGIONAL SERVICES

A comprehensive range of services is provided to boards of education, professional staff and the public through central office personnel and through regional office personnel in Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford and Regina.

Through this structure, staff consult directly with boards of education on matters relating to general school administration, finance, capital projects, special education services and curriculum and program implementation.

Central office staff further assist with interpretations of education legislation, regulations and department policy.

The move from provincially employed superintendents of education to locally employed directors is nearing completion. The department employs 6 1/2 superintendents of education to provide superintendent services to the following jurisdictions:

Wood River S.D. No. 70
Mathieu R.C.S.S.D. No. 7
Mankota Our Lady of Fatima R.C.S.S.D. No. 90
Thunder Creek S.D. No. 78
Pense S.D. No. 98
Grand Coulee S.D. No. 110
Gray S.D. No. 101
Deer Park S.D. No. 26
Melville S.D. No. 108
St. Henry's R.C.S.S.D. No. 5
Melville Comprehensive High School Board
Sturgis S.D. No. 45
Humboldt Rural S.D. No. 104
Humboldt R.C.S.S.D. No. 15
Humboldt High School Division
St. Olivier R.C.S.S.D.
Wilcox St. Augustine R.C.S.S.D. No. 91
Athol Murray College of Notre Dame
Ile a la Crosse S.D. No. 112
Creighton S.D. No. 111
Municipal Corporation of Uranium City and District

Tables 26 and 27 in the statistical section of this report are maps which show boundaries of Saskatchewan school divisions and department regional offices.

N

The department operates an office out of La Ronge to provide educational services to northern school divisions.

The office calculates and administers grants paid to northern school divisions, assists with the development of northern and native curriculum materials and provides superintendent services.

A Northern Educational Opportunities Grant Program is also in place to fund alternative programs for northern students. Ten projects were funded during the reporting year. Two examples include a program for older students who had left school but wished to return and a co-operative project with the Northern Lights School Division to employ a consultant to refine the industrial arts program to better suit northern needs.

As is the case with other regional offices, a curriculum co-ordinator and special education co-ordinator also work out of the La Ronge office. In addition, three contractual staff provide special education services in lieu of an established shared services area.

Northern Style, a newspaper for Northern Saskatchewan's young people is also produced and distributed by the office.

S

One superintendent of education was assigned to supply supervisory, advisory and support services to boards, staff, parents and students of private schools and certain small school divisions. Arrangements were made with other directors and superintendents of education to supply services as conditions warranted.

In 1983-84, total enrolment in the private residential high schools was 1,811 (this includes College Mathieu in Gravelbourg). Enrolment in 33 private alternative elementary programs and private schools with specialized programs (for example Alta Vista High School and Ranch Ehrlo) was 996.

P

Short and long term planning, policy development and research are ongoing department functions.

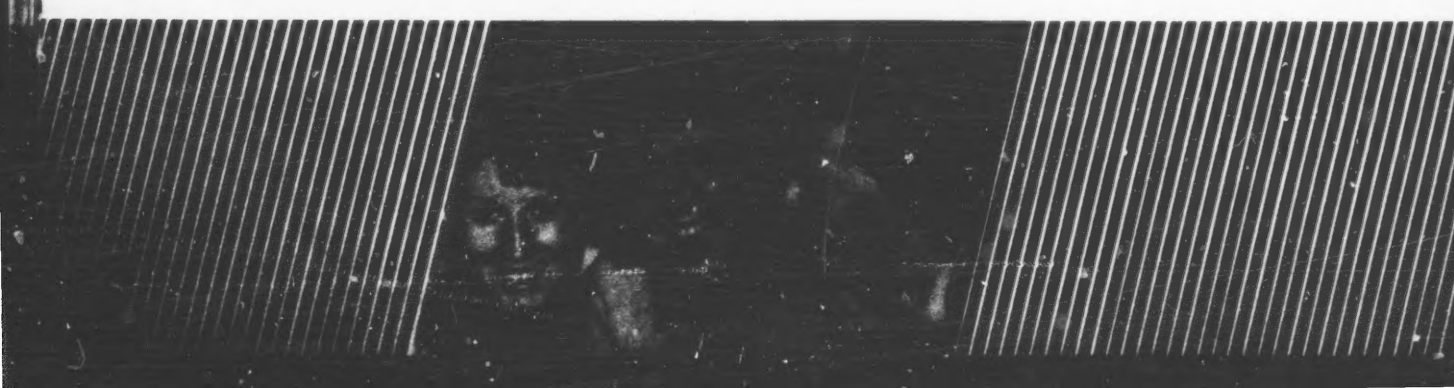
A noteworthy research project during the reporting year was a study of early school leavers in Saskatchewan.

This is believed to be the first time a provincial effort has been mounted by social scientists in Saskatchewan to study the phenomena of early school leavers.

Attention was focused on drop-out rates, reasons for leaving school and what happened to students after they dropped out.

In grades 8 to 12, the study found 31.33 per cent of students dropped out. These students either felt they wasted their time in school or that school was not relevant to their career choices. Of those who left school, 63.00 per cent found employment.

The study was sponsored by Saskatchewan Education and the Saskatchewan School Trustees Association through funding received from the University of Saskatchewan. It provides a base for further efforts to promote school attendance.



Financial Management and Office Services

Attaining greater efficiency and cost-effectiveness were the overriding goals in providing financial and office services within the department during the reporting year.

Efficiencies in office space, mail and messenger services, photocopying, printing services, office equipment and travel were recommended.

As well, continuous monitoring of revenue and expenditures ensured current and accurate financial statements in preparation and administration of the department's annual estimates and budget.

Office Automation

An internal study of the department's future technological needs was launched during the reporting year to consider feasibility of expanding word processor and computer use. Work is still in progress.

Major accomplishments during the reporting year included a pilot project on feasibility and reliability of accepting school marks electronically rather than through the mail. Another was developing specifications for a system to electronically mark portions of students' assignments received in the Correspondence School. When implemented, this system can assist teachers in marking approximately 100,000 assignments per year.

Information Bureau

The Information Bureau continued to improve cost saving measures in production of print materials for the department by facilitating tendering of all publications.

Services to the department and the Teachers' Superannuation Commission included writing, editing, typesetting, illustration, design, layout and supervision of production and printing projects at government agencies and commercial printing companies.

Over 750 permanent jobs on file were either produced in whole or in part by the Information Bureau.

Over 150 temporary or one-time only projects were also produced during the fiscal year.

Management Services

Staff within the department provide consultative services to staff in other department branches with a goal of encouraging use of technology to increase and improve service to clients.

Information provided on school finance, teacher records, student records, management information systems and survey data assists staff with planning, research and policy decisions.

Book Bureau

Sales volume for the Book Bureau increased by 10 per cent during the fiscal year 1983-1984 ($3,721,836 to $4,085,358).

The Book Bureau is a retail distributor of school textbooks, work books, reference books and related materials approved by Saskatchewan Education for use in schools. The bureau purchases from publishers in large quantities at discounted prices to sell to school divisions, dealers, teachers and students at minimum cost.

All charges for transportation from publisher to customer are paid by the Book Bureau. An economical transportation rate was negotiated from tenders submitted by various transporters.

During the 1983-1984 fiscal year, the Book Bureau processed 12,738 invoices.

Construction

Construction and financing of school facilities is a responsibility the provincial government shares with boards of education.

An average of 90.00 per cent of school construction costs are paid by the Government of Saskatchewan under the capital grant program now in place.

During the 1983-84 school year, 108 projects received approval at a total estimated cost of $70,518,771.

Of this total, 37 projects were for roof repairs while 71 were for capital construction. Table 21 in the statistical section of this report provides a further breakdown of construction costs.

Some 57,884.3 square metres were approved for major renovations. This included provisions for two new high schools in Regina.

The average approved cost including consultants fees but excluding unfixed furniture, equipment, land costs and external works was $858.70 per square metre for new work and $550.94 per square metre for renovations.

The total new construction area of 57,884.3 square metres can be broken down as follows:

23.50% — circulation and wall areas
17.00% — permanent classroom space
12.90% — gymnasia and related service areas
8.40% — resource centres
6.90% — fine arts
6.10% — relocatable classrooms
6.10% — home economics and industrial arts
4.20% — washrooms, storage and mechanical rooms
3.90% — labs
3.60% — administration staff and guidance
2.80% — business education and computer labs
2.20% — multi-use and serveries
1.40% — kindergarten and special education
1.00% — nurse, dental and student council

Education

Boards of education receive funds from three sources: local revenue collected via property taxes, provincial grants via Saskatchewan Education's foundation grant formula, and in some cases via tuition fees from other boards of education, the federal government and individuals.

The foundation grant distributes provincial monies to boards of education based on a principle designed to provide equality of educational opportunity.

The goal of this formula is to make it possible for each school system to provide a desirable and realistic level and range of programs and services without an unduly high local tax rate.

In 1983-84, total school grants amounted to $342,739,959.

Table 22 in the statistical section shows total grant figures from 1978-1984.

Foundation grants

Changes in the foundation grant formula for 1984 included per pupil increases of:

- $54 for kindergarten students in Regina, Saskatoon, Prince Albert and Moose Jaw public school divisions and $56 for kindergarten students in other school divisions;
- $105 for grades 1 to 3 students in the city school divisions listed above and $107 for grades 1 to 3 students in other school divisions.
- $114 for grades 7 to 9 students in the city school divisions listed above and $117 for grades 7 to 9 students in other school divisions, and,
- $130 for grades 10 to 12 students in the city school divisions listed above and $133 for grades 10 to 12 students in other school divisions.

Other factors

The rural per pupil transportation rate was set at $105 and the rate per kilometre per day was set at $121. The allowance to parents was 19.2 cents per vehicle kilometre.

Rates for second language instruction and special education were increased.

The small schools factor rates and method of calculation remained unchanged in 1983.

The formula for calculating enrolment decline also remained unchanged. In 1984, students attending comprehensive schools in Melville, Prince Albert, Estevan and Swift Current were included in the enrolment decline calculation of their home school jurisdiction.

The computational mill rate used in the 1984 foundation grant calculations was 95.5 mills for all school divisions.

Northern boards of education

Wherever appropriate, the 1984 grant formula for northern boards of education reflected factors used in calculating grants for boards of education in the south. This included items such as rates for second language instruction and special education, transportation, room and board allowance and debt retirement. Other changes in the formula for northern boards of education during 1984 include per pupil rate increases of $49 for kindergarten students, $95 for students in grades 1 to 6, $104 for students in grades 7 to 9 and $118 for students in grades 10 to 12.

The 1984 computational mill rate for northern boards of education was 88 mills compared to 80 mills for 1983 and 72 mills for 1982.

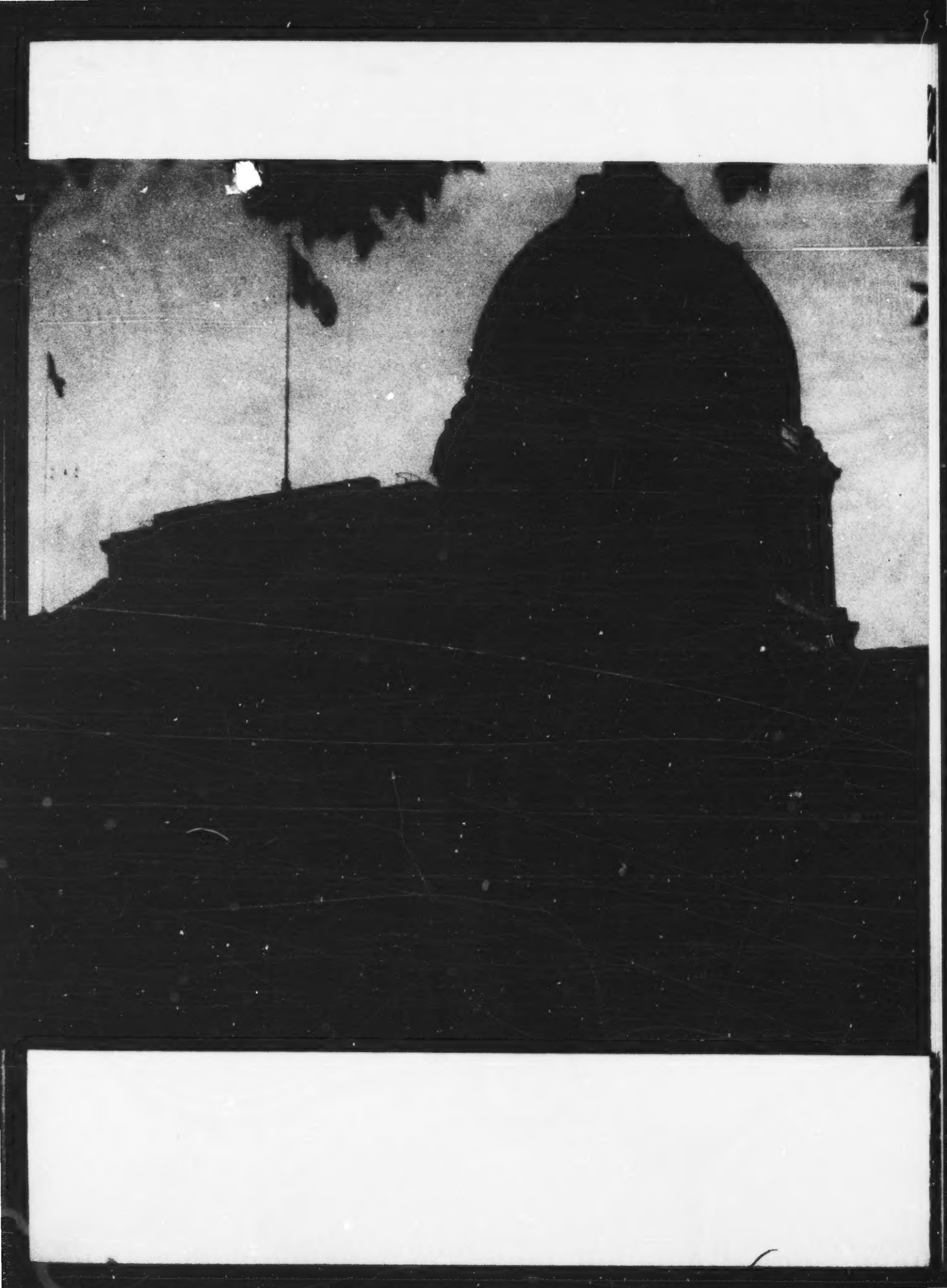
Saskatchewan Education provides grants to various agencies which provide services for Saskatchewan students.

These include provincial and national educational associations and organizations representing special interests in education.

At year end 1983, total board of education operating expenditures, including Northern boards of education but exclusive of tuition fee payments, was $649,965,338. This represents an increase of $49,082,769 over 1982 expenditures.

Instructional costs increased from $413,848,314 in 1982 to $449,079,962 in 1983. This represents an 8.50 per cent increase. Plant operation and maintenance showed an increase of 3.63 per cent while administration grew 4.10 per cent over the same time period.

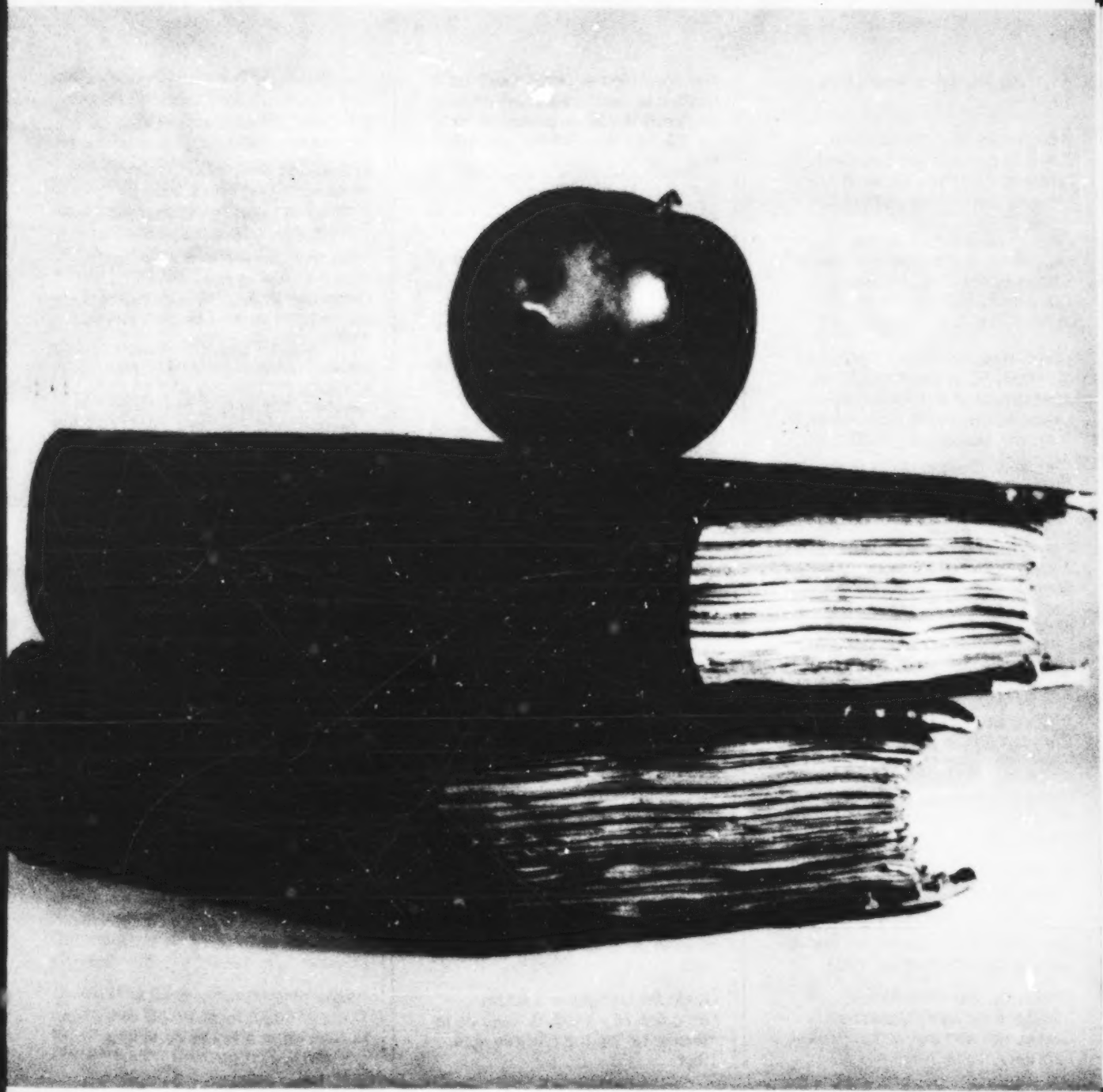
Tax arrears at year end 1983 were $28,249,068, as compared to $28,272,219 at year end 1982. This represents a decline of $23,151 in tax arrears.



LEGISLATION

A summary of legislative enactments is provided below.

- *The Education Amendment Act, 1984* — in addition to several housekeeping amendments, this act changed *The Education Act* by:
  - providing a definition of public and separate school supporters to conform to case law precedents;
  - eliminating multiple member sub-districts for board of trustee elections;
  - making boards of education responsible for posting requirements for board of trustee elections; and,
  - modifying several amendments affecting provisions related to property assessment.
- *The League of Educational Administrators, Directors and Superintendents Act* — grants professional organization status to the organization of senior school administrators in Saskatchewan.
- *The Local Government Election Amendment Act, 1984* — amended several provisions of particular interest to urban municipalities in *The Local Government Election Act*. It also:
  - eliminated the non-resident property owner candidate provision effective with the next general board of education elections in 1985;
  - confirmed an elector in a separate school division must be a member of the minority religious faith which established the school division;
  - extended the prohibition against employees becoming a candidate for the board of education which employs them, to those boards of education which make up a joint board of education which employs them; and,
  - extended advance polls to all boards of education and board of trustee elections.
- *The Education of Soldiers' Dependent Children Act* was repealed by *The Regulatory Reform Act (No. 1)*.



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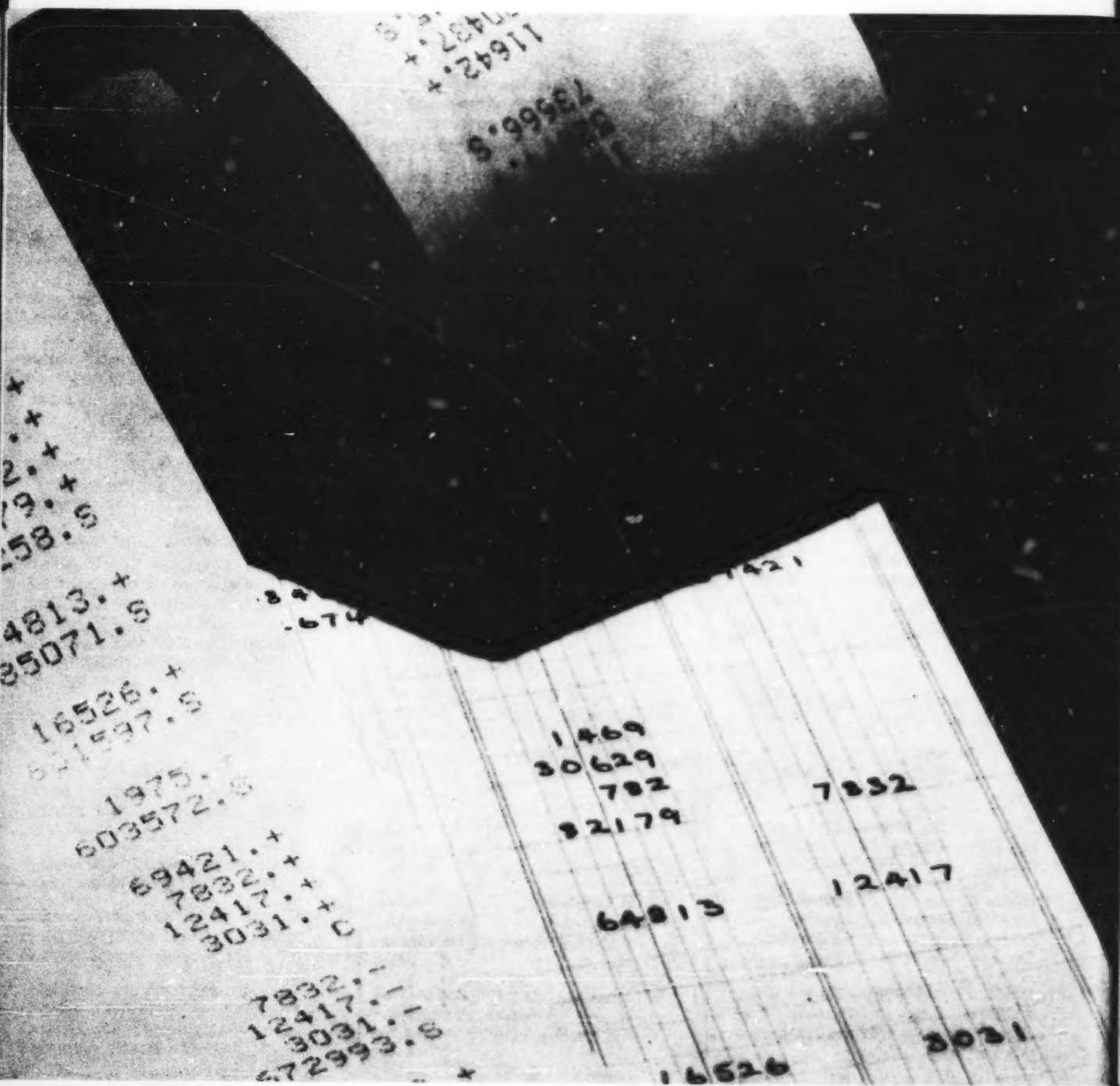
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Table 1
Comparative statement of enrolment for all organized schools, 1978-84

Grade	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Kindergarten	14,199	14,497	14,960	15,254	15,727	15,733
Grade 1	16,325	16,189	16,469	16,455	16,808	17,113
Grade 2	15,587	15,525	15,230	15,302	15,524	15,905
Grade 3	15,350	15,417	15,282	14,995	15,248	15,260
Grade 4	15,535	15,292	15,355	15,081	14,998	15,176
Grade 5	15,509	15,624	15,345	15,137	15,062	14,942
Grade 6	15,479	15,456	15,482	15,010	15,077	15,043
Grade 7	16,967	15,900	15,732	15,753	15,500	15,367
Grade 8	17,692	16,557	15,349	15,117	15,352	15,118
Grade 9	18,470	16,793	15,692	14,625	14,782	15,041
Grade 10	17,169	16,951	15,869	14,805	14,047	14,113
Grade 11	15,339	15,573	15,348	14,399	13,864	13,168
Grade 12	14,211	14,071	14,298	14,253	13,812	13,687
Other	3,115	3,515	3,850	3,261	2,980	2,886
Total	210,946	207,360	204,261	199,447	198,781	198,552

Note: figures in this table do not include pupils enrolled in correspondence schools, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools.

Table 2
Enrolment for all organized schools, 1978-84

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Rurals (formerly units)	99,858	96,828	94,179	91,869	90,926	90,320
Rurals (non-units)	6,278	6,158	5,989	4,477	4,553	4,516
Urbans	99,435	98,749	98,359	97,277	97,822	98,388
Northern Saskatchewan	5,375	5,625	5,734	5,824	5,480	5,328
Total	210,946	207,360	204,261	199,447	198,781	198,552

Note: figures in this table do not include pupils enrolled in correspondence schools, private schools, the R.J.D. Williams Provincial School for the Deaf, or government-aided schools.

Table 3
Enrolments, teachers and school divisions, 1983-84

Rural (formerly units)	Enrolment	Teachers	Schools
Arcola	1,933	116	10
Assiniboia	1,271	89	9
Battle River	1,606	106	11
Battlefords	1,396	79	7
Biggar	1,103	80	9
Blaine Lake	1,024	71	5
Borderland	1,098	79	6
Broadview	1,308	84	5
Buffalo Plains	2,190	124	11
Canora	1,167	66	7
Cupar	1,607	99	7
Davidson	1,097	67	7
Deer Park	704	47	7
Eastend	791	61	6
Estevan Rural	1,054	66	8
Eston-Elrose	1,276	87	8
Gull Lake	711	45	5
Herbert	1,193	83	11
Hudson Bay	1,825	104	9
Humboldt	1,971	129	16
Indian Head	1,669	99	7
Kamsack	1,231	72	8
Kerrobert	1,578	99	10
Kindersley	1,609	94	8
Kinistino	1,200	73	6
Lanigan	1,363	84	11
Last Mountain	1,581	106	11
Leader	981	73	11
Long Lake	1,334	86	6
Maple Creek	1,226	81	12
Meadow Lake	2,524	154	12
Moosomin	1,618	98	7
Nipawin	2,769	153	12
Northern Lakes	1,597	103	8
Outlook	1,457	97	10
Oxbow	1,287	78	10
Parkland	1,913	117	10
Potashville	2,557	148	14
Prairie View	1,039	74	8
Prince Albert Rural	2,241	132	13
Radville	724	53	7
Regina (East)	1,166	76	7
Rosetown	1,538	101	12
Saskatchewan Valley	3,895	204	14
Saskatoon (East)	2,230	132	10
Saskatoon (West)	2,628	160	13
Shamrock	1,646	97	8
Shaunavon	1,102	78	11
Sturgis	1,398	85	10
Swift Current Rural	844	61	10
Thunder Creek	1,247	73	10
Tiger Lily	1,167	74	6
Tisdale	1,919	115	12
Turtleford	1,325	84	9
Wadena	2,334	136	12
Wakaw	1,486	106	7
Weyburn	857	54	8
Wilkie	1,409	102	9
Wood River	808	56	11
Yorkdale	1,498	89	12
Total	90,320	5,639	556

Rurals, villages and towns	Enrolment	Teachers	Schools
Christ the King R.C.S.S.D.	144	8	1
Grand Coulee	66	4	1
Gray	12	1	1
Lemberg	166	12	1
Mankota Lady Fatima	51	3	1
Mathieu R.C.S.S.D.	103	8	1
Neudorf	155	13	1
Paynton	112	8	1
Pense	122	7	1
St. Alphonse R.C.S.S.D.	61	4	1
St. Gabriel's R.C.S.S.D.	149	8	1
St. Olivier R.C.S.S.D.	117	7	1
Spiritwood R.C.S.S.D.	155	8	1
Unity R.C.S.S.D.	186	11	1
Wilcox	53	3	1
Wilkie R.C.S.S.D.	234	15	1
Balcarres	463	31	2
Gravelbourg	385	24	2
Grenfell	424	26	2
Humboldt	152	9	1
Humboldt R.C.S.S.D.	530	32	2
Humboldt Collegiate Institute	391	22	1
Wolseley	262	15	2
Wolseley R.C.S.S.D.	23	2	1
Total	4,516	281	29

Table 3
Enrolments, teachers and school divisions, 1983-84

Cities	Enrolment	Teachers	Schools
Estevan	966	64	5
Estevan R C S S D	633	35	4
Estevan Comp	669	37	1
Lloydminster	1 246	157	10
Lloydminster R C S S D	375	40	4
Melfort	1 375	79	5
Melville	651	35	4
Melville R C S S D	405	19	1
Melville Comp	436	26	1
Moose Jaw	5 135	298	15
Moose Jaw R C S S D	1 434	91	6
North Battleford	2 222	118	7
North Battleford R C S S D	1 432	85	6
Prince Albert	3 802	219	13
Prince Albert R C S S D	2 282	144	12
Prince Albert Comp	1 408	78	1
Regina	23 634	1 329	70
Regina R C S S D	9 802	553	39
Saskatoon	21 724	1 223	55
Saskatoon R C S S D	9 914	542	36
Swift Current	2 079	136	8
Swift Current R C S S D	233	14	2
Swift Current Comp	1 016	57	1
Weyburn	1 657	92	6
Weyburn R C S S D	395	20	2
Yorkton	2 677	155	8
Yorkton R C S S D	786	48	4
Total	98 388	5 694	326

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	447	26	1
Ile a la Crosse	370	21	1
Northern Lights	4 462	214	31
Uranium City	49	3	1
Total	5 328	334	34
Provincial Total	198 552	11 948	945

Note: Does not include government-aided, private or developmental centre schools

Table 4
Enrolments for organized schools, 1983-84

Grade	Rural divisions (formerly units)	Other rural divisions	City divisions	Government aided schools	Northern Saskatchewan schools	Developmental centres	Private schools	Total
Kindergarten	7,051	431	7,755	22	496	0	24	15,779
Grade 1	7,820	483	8,013	20	797	0	97	17,230
Grade 2	7,326	400	7,609	23	570	0	76	16,004
Grade 3	7,280	394	7,116	24	470	0	87	15,371
Grade 4	7,271	360	7,067	29	478	0	81	15,286
Grade 5	7,099	378	7,078	21	387	0	93	15,056
Grade 6	7,156	359	7,124	18	404	0	57	15,118
Grade 7	7,341	375	7,201	15	450	0	82	15,464
Grade 8	7,377	318	7,092	18	331	0	119	15,255
Grade 9	7,348	275	7,093	0	325	0	321	15,362
Grade 10	5,968	215	7,761	0	169	0	458	14,571
Grade 11	5,343	243	7,504	0	76	0	558	13,724
Grade 12	5,326	212	8,061	0	88	0	570	14,257
Other	614	71	1,914	30	287	112	214	3,242
Total	90,320	4,514	98,388	220	5,328	112	2,837	201,719

Table 5
Correspondence School — high school enrolment, 1983-84

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	95	443	557	1,489	2,584
School age	304	1,195	1,038	985	3,522
Total students	399	1,638	1,595	2,474	6,106
Type A total courses	661	2,215	2,069	2,938	7,883
Type B service	171	292	548	682	1,693
Total (A & B)	832	2,507	2,617	3,620	9,576

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.

Type B Service refers to the number of correspondence courses purchased by teachers and school boards for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 6
Enrolments in French language programs, 1983-84

Program	Kgtn.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools and advanced French	95	282	179	115	97	768
Immersion/bilingual	927	1,909	774	261	147	4,018
Core French	328	2,864	7,081	31,065	6,968	48,306
Total	1,350	5,055	8,034	31,441	7,212	53,092

Table 7
Enrolment for private and alternative schools, 1976-84

Year	Private high schools	Private (alternative) elementary programs	Total	Enrolment
1976-77	12	4	16	1,607
1977-78	12	8	20	1,635
1978-79	13	16	29	2,255
1979-80	13	18	31	2,356
1980-81	11	20	31	2,470
1981-82	11	25	36	2,742
1982-83	10	30	40	2,463
1983-84	10	33	43	2,807

Table 8
Educational services to children with handicaps, 1983-84

Nature of Special service	Nature of disability*								
	TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special equipment	1	—	—	2	3	—	—	1	7
Consult with equip	1	1	3	4	10	3	1	—	23
Teacher aid	86	27	7	11	51	17	17	26	242
Itinerant teacher	19	28	16	57	7	571	8	5	711
Resource room	113	83	31	81	11	1,382	16	16	1,733
Part-time spec. class	70	25	—	15	1	41	6	3	161
Full-time spec. class	293	77	6	38	17	41	2	51	525
Special school	232	65	1	35	24	23	8	87	475
Developmental centre	6	2	1	—	—	—	1	128	138
Spec. boarding school	23	38	2	74	—	—	—	1	138
Homebound instruction	—	1	—	—	—	—	7	—	8
Other	1	1	—	17	8	—	—	2	29
Total	845	348	67	334	132	2,078	66	320	4,190

*Totals include students designated as: TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; LD: Learning Disabled; CHI: Chronic Health Impaired; MH: Multiple Handicapped

Table 9
Grade 12 examinations
January semester, 1977-84

Year	Candidates	Papers marked	Candidates completing the grade
1977	13,396	8,192	1,046
1978	13,818	7,679	1,292
1979	10,328	8,150	734
1980	14,993	8,640	660
1981	14,898	8,706	693
1982	14,500	8,827	699
1983	13,000	9,375	706
1984	12,900	8,382	589

Table 10
Grade 12 examinations
June semester, 1977-84

Year	Candidates	Papers marked	Candidates completing the grade
1977	17,170	21,542	10,436
1978	16,461	20,330	11,530
1979	19,175	20,551	11,366
1980	18,838	19,489	10,966
1981	15,056	20,150	11,400
1982	14,500	19,896	11,437
1983	13,000	18,743	10,968
1984	12,900	18,587	10,675

Table 11
Grade 12 supplemental examinations August, 1977-84

Year	Candidates	Papers marked	Candidates completing the grade
1977	371	526	48
1978	420	530	50
1979	371	505	64
1980	449	640	70
1981	303	418	56
1982	499	643	116
1983	510	575	168
1984	476	676	123

Table 13
Teaching staff, 1969-84

Year	Number of teachers	Net increase or decrease
1969-70	11,719	+71
1970-71	11,059	-660
1971-72	10,959	-100
1972-73	11,136	+177
1973-74	11,089	-47
1974-75	11,187	+98
1975-76	11,392	+205
1976-77	11,402	+10
1977-78	11,468	+66
1978-79	11,479	+11
1979-80	11,579	+100
1980-81	11,578	-1
1981-82	11,671	+93
1982-83	11,968	+297
1983-84	11,999	+31

Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan transferred to Saskatchewan Education and are now included in this table.

Table 12
A three year comparison of teams competing in the SHSAA program

Total Team Entry			1981-82	1982-83	1983-84
Badminton			277	285	288
Basketball —	A	Girls	86	81	75
	A	Boys	76	69	69
	AA	Girls	56	60	51
	AA	Boys	39	41	31
	AAA	Girls	31	30	19
	AAA	Boys	28	27	19
	AAAA	Girls	24	24	17
	AAAA	Boys	24	24	16
	AAAAA	Girls			17
	AAAAA	Boys			17
Cross Country Running			140	146	146
Curling — Girls			264	266	256
Boys			269	267	272
Mixed			250	248	251
Football —		6 Man	41	36	36
		9 Man	22	21	22
	AAA	12 Man	11	12	12
	AAAA	12 Man	19	19	19
Golf — Sand			38	40	33
Grass			52	52	53
Soccer —	AA		24	23	19
	AAAA		15	27	29
Track and Field			288	300	302
Volleyball —	A	Girls	153	156	168
	A	Boys	133	142	150
	AA	Girls	71	72	63
	AA	Boys	47	45	45
	AAA	Girls	36	34	33
	AAA	Boys	27	24	25
	AAAA	Girls	26	24	25
	AAAA	Boys	15	13	14
Wrestling			28	33	30
Totals			**2,620**	**2,645**	**2,618**

Table 14
Teachers employed, 1983-84

Class	Rural divisions (formerly units)	Others (rural village, town divisions)	Cities	DND and gov't aided	Northern divisions	Total
VI	158	6	544	0	8	716
V	1,020	47	1,450	10	64	2,591
IV	2,987	136	2,848	31	161	6,163
III	631	43	426	2	64	1,166
II	742	45	345	7	20	1,159
I	13	1	9	1	4	28
C	9	0	3	0	8	20
Other	79	3	69	0	5	156
Total	5,639	281	5,694	51	334	11,999

Beginning in 1982-83, schools operating under the administration of the Department of Northern Saskatchewan were transferred to Saskatchewan Education and are now included in this table.

Table 15
Teachers' average salaries, 1969-84

Year	Salary grid	Average salaries
1969-70	—	$ 7,754*
1970-71	1969	7,963
1971-72	1971	8,696
1972-73	1972	9,607
1973-74	1974	10,397
1974-75	1975	12,756
1975-76	1976	15,526
1976-77	1977	17,045
1977-78	1978	18,538
1978-79	1979	20,142
1979-80	1980	22,400
1980-81	1981	25,297
1981-82	1982	29,214
1982-83	1983	31,650
1983-84	1984	33,198

* Based on salaries at September, 1969 as per 1969 salary grid.

Table 16
Teachers' average salaries, 1983-84
1984 salary grid exclusive of special allowances

Class	Rural divisions (formerly units)	Other rural divisions	Cities	Northern divisions	Total Average
VI	$40,813	$42,058	$41,267	$38,537	$41,021
V	36,039	37,757	37,872	32,844	36,760
IV	32,975	33,445	34,252	30,813	33,283
III	26,847	25,884	36,455	25,031	26,497
II	25,117	24,920	24,973	23,446	25,035
I	20,924	—	21,561	20,295	21,292
C	17,552	—	17,552	17,552	17,552

Table 17
Teachers — percentage distribution by classification, 1983-84

Classification	Percentage
Class VI	6.0
Class V	21.6
Class IV	51.4
Class III	9.7
Class II	9.6
Class I	0.2
Class C	0.2
Other	1.3

Table 18
Teacher recruitment from other Canadian provinces
April 1, 1983 to March 31, 1984

Provisional certificates	British Columbia	Alberta	Manitoba	Ontario	Quebec	Nova Scotia	New Brunswick	Prince Edward Island	New found-land	Total
Standard "A"	3	2	3	2	1	1	0	0	1	13
Standard "B"	0	1	0	1	0	0	0	0	0	2
Professional "A"	21	42	38	35	27	9	5	3	3	183
Professional "B"	0	0	2	1	2	1	1	0	0	7
Vocational	0	0	0	0	0	0	0	0	0	0
Technical	0	1	0	0	0	0	0	0	0	1
Total	24	46	43	39	30	11	6	3	4	206

Table 19
Teacher recruitment from other countries
April 1, 1983 to March 31, 1984

Provisional certificates	United Kingdom*	United States	Total
Standard "A"	1	1	2
Standard "B"	0	0	0
Professional "A"	4	17	21
Professional "B"	0	3	3
Vocational	0	0	0
Technical	0	0	0
Total	5	21	26

*including Scotland and Ireland

Table 20
Certification
College of Education students
April 1, 1983 to March 31, 1984

Certificates	No. Issued
Interim standard "A"	0
Standard "A"	245
Standard "B"	7
Professional "A"	411
Professional "B"	3
Vocational	24
Technical	0
Special	0
Total	690
Probationary certificates as of June 30, 1984 (Substitutes 171)	228

Table 21
Capital projects approved during 1983-84

1 — Roof repairs	$ 4,591,926
2 — Unfixed furniture, equipment, land & external works	6,870,907
3 — Major renovations	7,792,528
4 — New construction	46,453,658
Total estimated cost (including fees)	$70,518,771

Table 22
Grants to schools, 1978-84

Grants to schools	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Operating	$205,810,724	$220,795,873	$235,621,591	$258,651,878	$298,398,300	$333,949,960
Building and repairs	6,301,026	7,317,714	8,796,943	10,440,286	14,664,490	8,789,999
Total	$212,111,750	$228,113,587	$244,418,534	$269,092,164	$313,062,790	$342,739,959

Table 23
1983 revenue fund receipts and disbursements for all schools under the administration of Saskatchewan Education

	Northern divisions	Rural towns, villages	City divisions	Rural divisions (units)	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$ 1,694,599	$ 5,912,711	$149,036,977	$142,810,324	$299,454,611
Provincial grants	17,694,643	7,847,986	128,736,804	172,985,216	327,264,649
Tuition fees	3,853,778	1,633,561	35,063,972	11,352,259	51,903,570
Other educational services	38,348	0	906,627	0	944,975
Ancillary services	484,229	9,872	1,971,230	982,898	3,448,229
Miscellaneous revenue	577,542	160,673	5,500,980	3,518,921	9,758,116
Total Revenues	$24,343,139	$15,564,803	$321,216,590	$331,649,618	$692,774,150
Expenditures					
Administration	$ 1,185,067	$ 419,915	$ 6,390,713	$ 8,403,728	$ 16,399,423
Instruction	13,557,248	9,658,847	222,600,762	203,263,105	449,079,962
Plant operation and maintenance	4,369,971	1,310,037	38,561,040	29,621,514	73,862,562
Payments to other divisions	2,367,793	1,296,686	21,913,468	15,129,583	40,707,530
Conveyance and related services	701,438	983,615	3,944,625	46,883,390	52,513,068
Ancillary services	886,554	4,745	2,064,386	352,686	3,308,371
Annual debt charges	849,803	1,206,814	17,877,068	17,708,842	37,642,527
Contributions to capital	565,968	370,363	6,176,214	5,310,113	12,422,658
Reserves	20,000	57,762	1,983,436	1,495,578	3,556,776
Other educational services	0	3,934	1,146,671	29,386	1,179,991
Total Expenditures	$24,503,842	$15,312,718	$322,658,383	$328,197,925	$690,672,868

Table 24
School divisions as of June 30, 1984

Public school divisions, Rural	78*
R.C.S. school divisions, Rural	12
Public school divisions, Urban	12
R.C.S. school divisions, Urban	11
Total	113

*Includes three school divisions formerly under the administration of the Department of Northern Saskatchewan

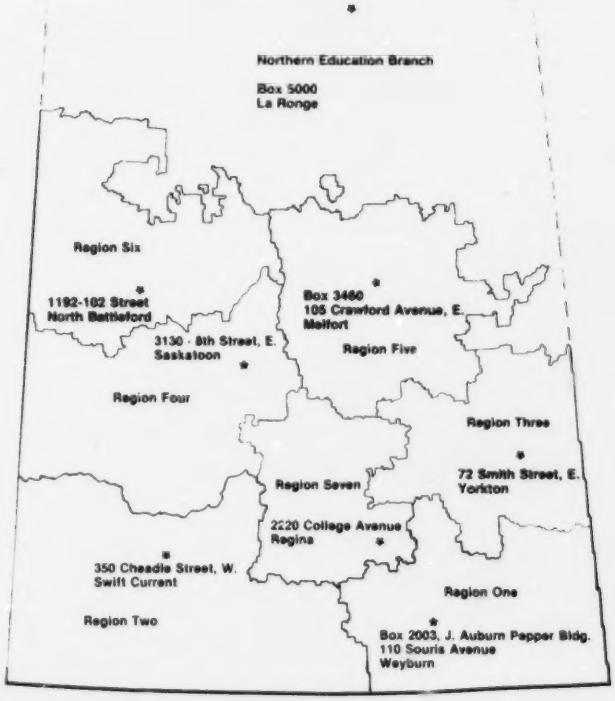
Table 25
1983 statement of assets and liabilities for all schools under the administration of Saskatchewan Education

	Northern divisions	Rural, village, town school divisions	City school divisions	Rural school divisions (units)	Total
Capital assets					
Land, building and equipment	$14,401,165	$16,604,938	$366,654,553	$357,349,281	$755,009,937
Other capital assets	8,176,062	1,782,854	37,715,586	24,933,682	72,608,184
Revenue assets					
Cash on hand and in bank	931,076	2,092,815	11,706,287	24,751,591	39,481,769
Due from taxes	568,724	756,248	9,212,747	17,711,349	28,249,068
Due from grants	932,680	300,689	1,687,824	2,941,224	5,862,417
Accounts receivable	2,399,511	25,475	3,552,231	2,773,515	8,750,732
Other assets	350,657	408,417	23,037,741	8,312,239	32,109,054
Total assets	$27,759,875	$21,971,436	$453,566,969	$438,772,881	$942,071,161
Capital liabilities					
Debentures not due	$ 3,195,923	$2,982,282	$ 99,849,264	$ 64,897,312	$170,924,781
Other capital liabilities	2,143,410	718,500	22,057,323	20,383,059	45,302,292
Revenue liabilities					
Bank overdraft and loans	3,195,110	236,521	6,219,674	8,785,896	18,437,201
Deferred teachers' salaries	44,891	131,662	1,323,193	2,904,635	4,404,381
Accounts payable	1,141,548	49,331	11,325,140	6,375,288	18,891,307
Debentures overdue	—	238,664	106,959	361,355	706,978
Other revenue liabilities	323,915	109,033	6,668,400	6,789,147	13,890,495
Total liabilities	$10,044,797	$4,465,993	$147,549,953	$110,496,692	$272,557,433

Debentures registered in 1983-84 ..... $53,181,000

Saskatchewan school divisions

Educational regions 1983-84



* Indicates Regional Office